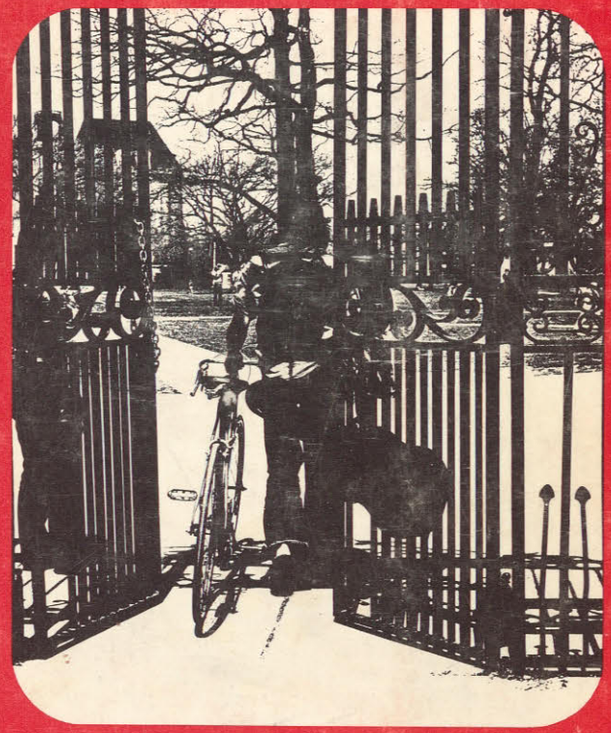
Bulletin
1973-1974



Lake Forest College

Lake Forest, Illinois

Lake Forest College

Bulletin for 1973-1974

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Lake Forest College Calendar

1973-74

FALL TERM

September 8	New students arrive
September 11-12	Registration
September 13	Classes begin
October 24	Mid-term grade reports for freshmen due
November 22-25	Thanksgiving recess
December 7	Classes end
December 10-12	Final examinations
December 13-January 2	Christmas recess

WINTER TERM

January 3	Classes begin
January 28	January courses end
January 29	February courses begin
February 21-22	Final examinations, seven week courses
February 22	February courses end
February 23-March 3	Winter recess

SPRING TERM

March 4	Classes begin
April 12-15	Spring recess
April 15	Mid-term grade reports for freshmen due
May 24	Classes end
May 27-29	Final examinations
June 1	Commencement day

Drawings by Hugh McMahon, Lake Forest

Lake Forest College - A Resume'

Lake Forest College is a four-year liberal arts college of 1,100 students. It is independently-governed, co-educational, and fully-accredited.

The College's 107-acre campus is in the community of Lake Forest (pop. 16,000) on Chicago's North Shore — about a mile west of Lake Michigan, about 32 miles north of the city.

The College itself is a community. It is a collection of people and ideas brought together by choice and circumstance to investigate and evaluate human experience and knowledge. It is a changing community — one teaching in new ways, making new academic combinations, keeping communication systems open between students and faculty, between faculty and administration, between administration and students. And between ideas themselves.

There are guidelines, though — that the faculty assemble all the resources of mind and material to teach imaginatively; that the students ask pertinent and impertinent questions, believe in discovery, stay fresh in thinking about things, values, people; that the administration insure the health and quality of the institution against all odds.

Off Campus

Downtown Lake Forest is a mile west of the campus; so is the Chicago and North Western Railway which leads south to Chicago and points beyond. O'Hare Field, the world's busiest airport, is 25 miles southwest of the campus via the Tri-State Tollway. U.S. 41 is the express way, Sheridan Rd., the scenic way to drive to Chicago and the intellectual, cultural, and educational resources of the nation's third largest city — its business and libraries, its galleries and museums, its sports, recreation, entertainment, and shopping facilities.

The University of Chicago, Northwestern University, the Art Institute, and Barat College are neighboring institutions of higher education. Their libraries, together with the Chicago Public library and the Newberry Library, combine with the Lake Forest College libraries to provide the scholarly materials needed by faculty and students pursuing programs of independent study and research.

The College's Student Cultural Activities Board, in conjunction with the Office of the Dean of the College, secures for students inexpensive or complimentary tickets to concerts and exhibits off campus and provides for low-cost transportation to and from the city. The Chicago Symphony Orchestra, the Lyric Opera, Ravinia Park, the Goodman Theatre, the Art

Institute, and the Museum of Contemporary Art are but a few of the many cultural organizations that make Chicago a national center for music and art. Students have the opportunity through some course work to use Chicago's Museum of Science and Industry, Field Museum of Natural History, Adler Planetarium, Shedd Aquarium, and Argonne National Laboratory.

On Campus

Deep ravines divide the wooded campus into three areas. North Campus includes Durand Institute, a classroom building, and several residence halls. Middle Campus houses Durand Commons, Donnelley Library, the administration building, College Hall, and most of the classrooms and laboratories. South Campus is primarily residential, though it includes the Sports-Health Center and the indoor ice hockey rink. The campus is populated by a total fifty-five buildings valued at nearly $15 million.

•THE LIBRARIES: The College's library collections and activities are housed in the Donnelley Library, built in 1965, and in the Thomas O. Freeman Memorial (Science) Library, built in 1961. The modern and well-equipped facilities now house some 150,000 volumes of books, periodicals, and government documents. Approximately 900 periodicals and newspapers currently are received; there are 4,000 reels of microfilm, 14,000 other microforms, and thousands of pamphlets, maps, records, and tapes. A collection of old and rare books includes the theater materials amassed by Garrett Leverton, the humanities library given by Mrs. Alfred Hamill, and the library of Scotiana donated by R. Douglas Stuart. The College's holdings are complemented nicely by the Lake Forest (Public) Library and by the Barat College Library (both within walking distance and having over 120,000 volumes between them). A state-supported inter-library loan network for undergraduates is available, along with other photocopy, reference, and admission arrangements with the many great Chicago libraries.

•JOHNSON SCIENCE: The three-building Ernest A. Johnson Memorial Science Center, completed in 1962, houses the departments of biology, chemistry, physics, and psychology, and the Freeman Science Library. The Center is equipped with modern laboratory and research facilities, including a special laboratory for research and experimentation in holography, the new science of laser-beam photography.

•COMPUTER SERVICES CENTER: The backbone of the College's flourishing computer facility is a recently purchased Digital Equipment Corporation PDP 11/40 with peripheral equipment including magnetic tape and disk storage, card reader, and printer — all located in College Hall on Middle Campus. This time-sharing system currently runs nine terminals

located throughout the campus and available for general and student use almost 24 hours a day. The Center, which services nearly every academic and administrative area of the College, is staffed by full-time as well as student employees.

•SPORTS-HEALTH CENTER: The College's Sports-Health Center, opened in 1968, boasts a range of athletic facilities, including a basketball floor, swimming pool, handball and squash courts, gymnastics, weights, and exercise rooms, wrestling room, locker services for both men and women, athletic staff and offices, and health service quarters. An indoor hockey arena, four tennis courts, Farwell Field (football), a baseball diamond, soccer field, and practice areas are close by.

History

Originally chartered as Lind University by the State of Illinois, February 13, 1857, and shortly thereafter named Lake Forest University, the institution in 1876 became one of the first in the nation to open its doors coeducationally. Eighty-nine years later, in September, 1965, Lake Forest University became Lake Forest College.

The College continues to be related to the Presbyterian Church in the United States of America and is independently governed by an elected Board of Trustees.

Academic Climate

Fully accredited by the North Central Association of Colleges and Secondary Schools, Lake Forest College holds membership in the leading educational associations and provides basic preparation for graduate and professional schools. The Lake Forest chapter of Phi Beta Kappa is Theta of Illinois.

At Lake Forest the lecture, the discussion, the seminar, the colloquium, the tutorial, the independent study project, the off-campus work/study internship, all are used in the teaching program. The faculty is deeply committed to offering the best teaching that is within them. An informal, yet demanding association exists between the student and the professor.

The Faculty

The Lake Forest faculty is distinguished by any criteria. More than 75 percent of the College's 83 full-time faculty hold Ph.D. degrees. They have published, too, more than 50 books and 280 articles. They have earned more than $1.6 million in research grants since 1966. They have been recognized as outstanding educators nationally — as Phi Beta Kappa, Woodrow Wilson scholars, in periodicals such as "Who's Who."

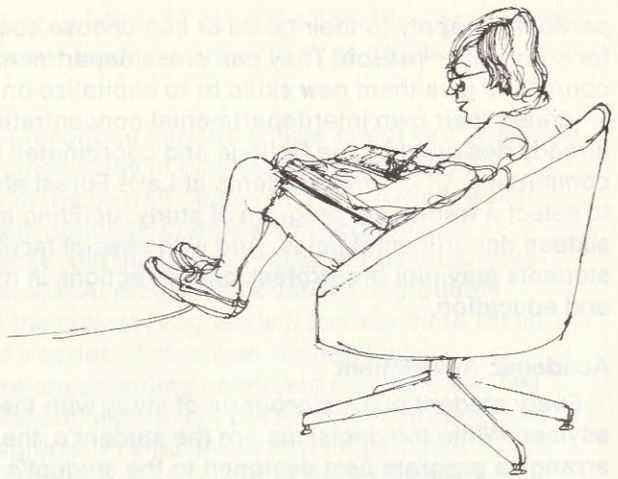
More pertinent than these facts is another — Lake Forest faculty members like teaching on the undergraduate level. As persons and as teachers, they believe they can serve best in a smaller, liberal arts college. In the first place, they do teach. There is no back-up pool of graduate assistants. There are no arbitrary restrictions that consign freshmen to one set of professors, upperclassmen to another.

Smaller class size is important, too. Student/faculty ratio is 13:1, a happy condition that permits easy informality and flexibility in both content and teaching form. Students participate in a natural way in the give and take of discussion and the interchange of opinion. The opportunity to take part, to be heard, is a valued part of the liberal arts at Lake Forest.

The Students

The College seeks a diverse student body (about 1,100 students) and cherishes its tradition of bringing together from all sections of the United States a democratic community of students and scholars. Lake Forest's students fall into no distinct type or category. More than forty states and twenty foreign countries are represented in the student body. Last year, 48 percent of the freshman class had graduated from public schools, while 52 percent entered Lake Forest from independent schools.

But the diversity of the College community is more than the geographic and previous educational background of its students. A student at Lake Forest is accepted for what he is, not for who he is. Students from the entire socio-economic spectrum of American society are members of the College. All have an equal opportunity to enjoy the richness of the educational program.



The Academic Program

Lake Forest College deliberately and decisively has opened its curriculum to an imaginative concept about what education really means and what it should do.

There are no specific distributional requirements. As a freshman, a student may map a pattern of study, though individual departments decide what courses are required of their majors. The College expects, however, that students compile a minimum of 32 courses for graduation with the B.A. degree.

The reasons for recent curriculum changes are simple. No two individuals have the same educational requirements or ambitions. No two individuals have the same academic strengths or weaknesses. No two individuals have identical capacity, motivation, or preparation. Each needs from college something distinctly personal.

Lake Forest's curriculum recognizes another fact, one that educators have known all along: No area of learning is independent. Ideas, societies, technical and creative developments occur side by side in a culture — not one at a time in isolation, not vertically in time, but horizontally, and their interaction is the chief stimulant of education. It prevents ideas from becoming merely facts. It makes understanding more difficult but immensely more valuable.

This is the curricular philosophy at Lake Forest. The academic environment is for those students who have goals in mind or for those who have just the mind for goals. Students can choose courses that

particularly apply to their goals or can choose courses which interest them for some other reason. They can cross departmental lines, combining courses to give them new skills or to capitalize on those they have already — create their own interdepartmental concentration or select from ten already designed by the College and coordinated by individual faculty committees. Of course, students at Lake Forest also have the option to select a traditional program of study, building majors in one or more of sixteen departmental fields. And with special faculty acting as advisors, students may plot pre-professional directions in medicine, law, business, and education.

Academic Advisement

Every student plans a program of study with the assistance of a faculty adviser. While the decisions are the student's, the adviser helps to arrange a program best designed to the student's advantage.

During the summer prior to the freshman year, the student develops his or her academic program for the fall from carefully detailed information sent from the College.

Before arriving on campus, each freshman student is assigned a faculty adviser. During the year the student may select a different adviser from among the available members of the teaching faculty. Toward the end of the freshman year the student is asked to make at least a tentative selection of an academic major or field of concentration. This choice is not binding since the general academic program has considerable flexibility, but a change of major after the beginning of the junior year may require additional time to meet all of the requirements of the new major. When selecting a major or field of concentration, the student may choose an adviser from among the teaching faculty of the major department or appropriate interdisciplinary committee.

Pre-professional Preparation

The College provides special advising for those students interested in pursuing professional work in four areas: Education, business, law, and medicine.

EDUCATION: Lake Forest College prepares students for careers as elementary and secondary school teachers through the advising of the Department of Education and its chairman, though an education major is not offered. Prospective teachers are required to complete an undergraduate major in a discipline other than education and to supplement their general education with professional courses. Those wishing to enter the field of special education are required to earn an undergraduate teaching certificate and to follow this with a year of special

training at a university. Students wishing to enter the coaching profession are advised to enter as academic teachers rather than as physical education majors.

BUSINESS: There is no prescribed undergraduate major or curriculum to prepare a student for graduate study in business. Most graduate schools are interested more in the overall quality of the student's work than in specific courses taken, although prior work in economics, mathematics, computer science and the behavioral sciences does have particular relevance for most M.B.A. programs. A variety of graduate business formats is offered; the typical program will include three areas: a core, a concentration, and a series of electives. Increasingly, graduate schools of business are providing combined business and law programs, health and hospital administration, public administration, and urban regional planning programs. Pre-business advising at Lake Forest College is provided in the Office of the Chairman of the Economics Department. Early in the Fall term, a meeting of all students interested in pursuing graduate work in business is scheduled. Subsequently, advising of individual students will be provided and descriptive graduate business school material made available.

LAW: The Dean of the College, an attorney by training, serves as pre-law adviser to Lake Forest College students interested in pursuing a law degree. The pre-law advising program, through close personal attention and advice, helps students decide on whether a legal career is the best profession for them. The Dean offers advice about applying to law schools and on the range of law schools to which each student should apply. There is no specific pre-law pattern of course work at Lake Forest College; rather the basic four-year course of study is appropriate undergraduate training for future lawyers.

MEDICINE: Lake Forest students planning a career in medicine, dentistry, or veterinary medicine, usually will elect to major in one of the natural sciences — biology, chemistry, or physics. However, a student intent on preparing for medical school may major in any non-science if he or she carries the necessary science courses to ensure adequate preparation for and favorable consideration by the school of choice. There is no standard pre-medical curriculum at Lake Forest College. Each pattern of study is tailored to the needs of the individual student and the requirements of the individual medical school. Generally, requirements include a minimum of two courses in biology, two courses in physics, and four courses in chemistry. Additional work in these departments and in mathematics, the humanities, and the social and behavioral sciences may be required. A student who declares intentions of a career in medicine

will be assigned an adviser from the natural science faculty. An interdisciplinary major in the Health Sciences is available upon application to and acceptance by that interdisciplinary committee.

Credit By Examination

If a student feels able to meet the requirements of a regular course without attendance at class meetings, he or she may request permission to pass the course by examination. The student must have the consent of the instructor and the approval of the Dean of the Faculty, and the instructor may make requirements in addition to the examination when these seem appropriate for a course. If a student audits a course, this privilege is not available in that course.

Advanced Placement

Students who have successfully completed Advanced Placement courses and taken the appropriate examinations provided by the College Entrance Examination Board may apply for college credit for this work. Grades of "3", "4" or "5" on the examinations entitle students to credit. Grades of "1" and "2" do not entitle students to credit.

Calendar

Course work at Lake Forest College is scheduled into a calendar which is 3-2-3. The format provides two twelve-week periods of three courses each, one seven-week period of two courses. The seven-week middle, or winter term, may be used for concentrated study of two subjects consecutively for three-and-a-half weeks each, or two subjects concurrently for the full seven-week period. Under the 3-2-3 plan, students may take advantage of off-campus programs such as internships with nearby businesses, extended field trips, or course work at other colleges or universities.

Requirements for Graduation

A total of thirty-two courses is required for graduation. Of these at least eight, but not more than fifteen, must be taken in the student's major field. If a student chooses an interdisciplinary concentration in place of a departmental major, more than the minimum of eight may be required but the upper limit of fifteen still applies with respect to the courses within one discipline. Of the last sixteen courses, at least thirteen must be taken at Lake Forest College, and of these the last three must be completed at Lake Forest College unless an exception is granted.

While no specific distribution of courses is required within the electives outside the major or field of concentration, students are urged to choose their courses carefully, keeping in mind that breadth of background

as well as concentration in one field of interest is an essential ingredient of a liberal arts education. Proficiency in mathematics and foreign languages appropriate to the courses elected is necessary. All students are expected to have competence in the use of the English language and to exhibit it in all their oral and written work.

Major Study

Toward the close of the freshman year the candidate for the degree of Bachelor of Arts is asked to select a departmental major or, as an alternative, to choose an interdisciplinary concentration. The departmental majors offered are:

Art History
Biology
Chemistry
Economics
English
French
German
History
Mathematics
Music
Philosophy
Physics
Politics
Psychology
Sociology and Anthropology
Spanish

The interdisciplinary concentrations are:

American Studies
Area Studies
Behavioral Sciences
Comparative Literature
Environmental Sciences
Health Sciences
Humanistic Inquiry
International Relations
Scientific Inquiry
Urban Studies

Black Studies

A sequence in Black Studies is provided by courses in the Departments of History and Politics. These courses are History 27 (History of Africa), History 28a (Making of Black America) and b (Black America in Transition), Politics 21 (General Survey of African History), Politics 22 (Government and Politics of Sub-Saharan Africa), Politics 25 (Non-Western Politics), and Politics 44 (Seminar on Modern Africa).

In addition, parts of Economics 15 (Urban Economic Problems) and Economics 17 a, b (Modern Economic Problems) may be included in a Black Studies program.

Independent Study

A qualified student may engage in independent study with the adviser's approval and within the competence and time of the faculty. This opportunity permits the student to follow individual interests beyond the limits of the formalized course and encourages independence by allowing freedom to read extensively.

A student may take no more than seven independent courses, including tutorials, research, creative projects, or off-campus activities such as internships.

•TUTORIALS

A student may take a tutorial course under the supervision of a faculty member during any term after the first term of the freshman year, but no student may take more than four tutorials during his or her career at Lake Forest College, and no more than one per year.

•RESEARCH AND SENIOR THESIS

A student may undertake a research project, under the supervision of a faculty member, during the junior or senior years. The student may take one course-equivalent of research per term with a maximum of four course-equivalents during the junior and senior years. The category of "Research" will include Senior Thesis programs.

•CREATIVE PROJECTS

A student may undertake a creative project in the fine arts under the supervision of a faculty member after the first term of the freshman year. No more than four such projects may be credited toward the degree and no more than one may be undertaken in a given academic year.

•INTERNSHIPS

A department or interdisciplinary committee approves off-campus internships for up to four course credits, one, two, or three of which may be taken in one term.

Under the new internship program, Lake Forest students work for academic credit in Chicago area businesses, social and governmental agencies, and other area institutions during the seven-week Winter term and during the Summer term. In the past year, students worked — and studied — for Housing and Urban Development (HUD), the Better Government Association (BGA), a Chicago alderman, the cities of Lake Forest and Highland Park, Lake Forest Hospital. One student wrote for publication on work done with pottery collections at the Field Museum of Natural History in Chicago; another, working for Citizens Action Program (CAP) in Chicago, prepared a summary of a tax rebate proposal for the state legislature in Springfield.

Internships have been developed primarily under the Departments of Politics and Economics; the Department of Psychology has participated significantly in the program; the Department of Sociology and Anthropology also is involved. Of the College's remaining eleven departments, four — Biology, Chemistry, History, and English — have had one or more internship project.

The College Scholar Program

The College Scholar Program emphasizes self-determination for its students. The responsibility for initiative in the Program lies with the student, beginning with presentation of his or her case for admission to the Program.

In the past, College Scholars at Lake Forest have examined, among other topics, how to write and produce an opera, urban studies in the Western and Third Worlds, communication theory, psycholinguistics, the science of film, Etruscan art, religious movements in America.

In the Spring term applications are invited from students who will be juniors by the end of the Fall term of the following academic year. Admission is determined by the College Scholar Committee on the basis of:

The student's aptitude for excellent academic performance. While the student's academic record will be considered the Program is not directed exclusively toward those who have attained high scholastic achievement in their first two years of college work. In order to be admitted to the Program, however, individuals must present a clear case for potential excellent performance.

The likelihood of the student's maintaining high motivation in a program of self-directed work. This might be demonstrated by the clarity of the student's present goals, by earlier performance in self-directed activities, or by other means chosen by the student.

The probability of successful completion of the student's general study plan in the light of the goals and capacities of his or her own scholarship, of the College, and of the Scholar Program. In discussing program with faculty, the applicant is encouraged to explore both the resources and limits of the College's departments and facilities. The Program encourages flexibility and innovation, but recognizes that departments must sometimes restrict programs on practical grounds.

The student applying prepares a general study plan, consulting with the program adviser(s) in appropriate department(s) or area(s) of concentration. The general study plan is a crucial sample of performance for purposes of judging admission to the Program.

In the general study plan a student defines a special field of interest but this field need not correspond to existing departmental divisions. It is expected that the plan will represent an integrated program of study, not a collection of discrete units, and that it will include a variety of methodologies providing the breadth of a liberal education.

Students admitted to the program and their advisers will then derive from the general study plan a specific plan of study for the first year of participation and a tentative outline for the second. Decisions regarding the

method of evaluation and the credit value of courses and projects also will be made at this time. The student is expected to pursue courses and independent study projects which contribute to the achievement of the objectives stated in the general study plan. These may include regular courses and seminars, but presumably a significant portion of a student's time will be devoted to self-directed independent study projects (including laboratory research, directed reading, tutorials, and internship projects).

Program in Local and Regional Studies

Cooperating with the College's newly-established Robert E. Wood Institute for Local and Regional Study, the new Program in Local and Regional Studies, now in the planning stage, will allow students to major in local and regional studies and to prepare for graduate study in many areas, for positions in state and local government or in related agencies, commissions, and councils, and for employment in business and industry where development of community resources is important.

The program is designed to cut across traditional subject boundaries. It will be interdisciplinary in nature, drawing its staff and material primarily from economics, history, politics, and sociology-anthropology, though there will be occasions when the sciences and humanities will contribute.

The program will focus specifically on exploring the role of those communities located on the outer rim of the metropolis as they relate to state and local organizations and to the developing regional complexes throughout America. Students majoring in other subject areas at the College will also be encouraged to elect courses from the program.

Many courses to be offered within the program will be project-oriented. Examples might include courses in housing, land use patterns, transportation, health services, community organization, public safety, education, recreation, problems of the aged and of youth.

Students majoring in the program will participate in at least one off-campus internship experience and in a joint student/faculty research project.

Study Terms Abroad

Students who have completed French, Spanish or German 22 (Intermediate) may apply for enrollment in the Fall term in Brussels or Madrid or in the Spring term in Vienna. Classes in French or Spanish or German literature as well as in art or music history and culture and history of the country are offered. The professors, who teach the courses in the language of the country, are faculty members or scholars of note. Each student selects three courses. Since classes are a regular part of the academic schedule of the College, credit is given by Lake Forest.

A Winter term in West Africa in 1973 permitted participating students to study that country's culture.

A winter term in Florence emphasizes art history (taught in English) and a spring term in Athens (also in English) permits a study of ancient Greece.

A brochure describing all of the programs for study abroad is available from the Office of Admissions.

Colloquia

The College believes it is important for educational vitality to encourage occasional group study programs that are not a regular part of the academic curriculum. These group study programs, or colloquia, may be related to topics not included in departmental offerings, to cross-disciplinary studies, to educational experiments, and to topics of current interest.

Freshman Seminars

Freshman seminars are largely interdisciplinary in content. Members of the faculty from different departments participate in each seminar, providing a variety of perspectives on each topic. Each freshman student choosing a seminar must become committed to the serious study and discussion of the topic.

Seminars have been devoted to the exploration of such topics as Human Communication, Perspectives on Women's Liberation, The Many Dimensions of Poverty, Ubiquitous Water: Molecule of Nature, The Literature of Initiation, The Origin of Life, Racial Prejudice in the United States, The Physics and Esthetics of Photography, The Union of the Arts — The Mixed-Media Art Work in Perspective.

Cooperation with Barat College

Lake Forest College joins with nearby Barat College in offering certain programs jointly, and in coordinating offerings in some academic departments. A student at Lake Forest may, upon the approval of his or her adviser, register for one three or four-semester hour course at a time at Barat College, for which full Lake Forest credit will be granted. Such registrations are made at the Office of the Registrar of Lake Forest at the usual time of registration.

Lake Forest students travel to Barat, one mile away, primarily for additional coursework in the creative arts — dance, ceramics, painting. Barat students register at Lake Forest primarily in the sciences — biology, chemistry, physics. A bus shuttle service between the two colleges operates regularly each day.

Barat College also offers lectures and cultural programs to which students of Lake Forest are invited.

Course Loads

In the Fall and Spring terms the normal load is three courses, although a student may take a fourth course if the record indicates he or she is capable of completing an additional course satisfactorily and if the adviser agrees. In the Winter term of seven weeks, two courses constitutes a full load. These may be taken concurrently or successively. Those courses in education which are required for certification but which are not credited toward a degree, and private music lessons or choir for credit may be added to the normal course load.

Course Credits

The normal course load for one year is eight courses; credit in thirty-two courses is required for graduation. While credits are recorded by courses rather than by semester or quarter hours, each course may be regarded as the equivalent of four semester hours or six quarter hours.

Registration

Each spring students enrolled in the College register for the next academic year. New students choose their courses during the summer preceding their entrance to the College. Registration is completed on designated registration days in September. Necessary changes in registration may be made on forms obtained in the Office of the Registrar. The original of this form must be signed by the student's adviser and may also require the approval of the Dean of the Faculty. The change is not official until the form is returned to the Registrar. A fee of $3 is charged for changes made after classes begin.

Withdrawal from a course is regarded as a change in registration and is handled in the same manner. Failure in the course will be recorded for those who do not comply with this regulation. Except in unusual circumstances and for reasons beyond control, a student may not withdraw from a course or register in a new course after the end of the first week of the term (three days for January and February courses).

Normally, students who are degree candidates are expected to register for a full program of courses unless approval is obtained in advance for a reduced load. Circumstances such as household duties, a heavy outside work load, poor health, or inadequate preparation will be considerations for which approval may be granted.

Academic Standing

A student will be classified as a sophomore if the student has completed seven courses by the beginning of the second year in college, as a junior if he or she has completed fifteen courses by the beginning of the third year, and as a senior if the student has completed twenty-four courses by the beginning of the fourth year.

The record of every student is reviewed by the faculty at the end of each term, and a student who is not making satisfactory progress toward the degree may be placed on academic probation or be dismissed from the College. A student who fails three courses in a given year is subject to dismissal.

Course Auditing

Students who wish to acquaint themselves with a subject without receiving credit may audit courses, with the permission of the instructor. Auditors are not subject to the requirements of the course, but their participation in the course should be serious. Full-time students need pay no audit fee; for part-time students the charge is $100. per course. Examination for course credit will not be permitted in an audited course.

Class Attendance

Because classroom activities are intended to assist students in the learning experience, it is expected that they will attend class sessions whenever possible. There are certain kinds of class sessions in which it is impossible to carry on the work of the class unless the student is present. For this reason each member of the faculty has the prerogative of establishing specific attendance regulations which, in the instructor's opinion, are best suited to the course.

Leaves of Absence

A student who wishes to be on leave of absence may request from the Dean of the College a leave for a minimum of one-half an academic year and a maximum of one academic year. It may be renewed on application. Academic dismissal will cancel a leave of absence already approved, and a student on leave will be allowed to return without further review of status if at the time of return he or she is in good standing according to the standards then in force. Credit to be transferred must be approved by the student's adviser and by the Registrar.

Any financial deposit or financial aid deadlines which apply to students currently enrolled apply as well to students on leaves of absence.

A student who wishes to enroll in another institution in January and/or February may apply for a program leave, as may a student who wishes to enroll during the Fall and Spring terms for one course at another institution while being fully registered at Lake Forest for that term. If approved by the student's adviser, the program will be checked with the Registrar to assure transferability of the work. If the work is satisfactorily completed and the credits transferred to Lake Forest College, the

student will be reimbursed the cost of the tuition at the other institution up to the cost of tuition at Lake Forest College for the same period.

Withdrawal from the College

A student who finds it necessary to withdraw from the College must confer with the Dean of the College and file a withdrawal form. Failure in courses will be recorded for a student who does not withdraw in this manner. Rules governing refunds to students who withdraw are discussed in the section, College Expenses.

Graduation with Honors

Graduation with Honors is based upon superior performance in a senior major examination. Special Honors in Senior Thesis are awarded students whose theses, in the opinion of the examining committees, are worthy of this recognition. The names of students so honored are noted in the commencement program and their diplomas are appropriately inscribed in recognition of their outstanding scholarship.

Phi Beta Kappa

Phi Beta Kappa is a national honorary scholastic society open to men and women with superior achievement records. The Lake Forest College chapter is Theta of Illinois. Both faculty and students are members.

Prizes and Awards

Annually the College awards prizes to students who have demonstrated outstanding academic achievement in their fields. Prizes are given in English, philosophy, foreign languages, and dramatics; for excellence in the natural sciences; in Spanish; in chemistry; and for general scholarship. An award is given to the most outstanding scholar-athlete. The College also offers the Harold Bartlett Curtis Prize in Mathematics, the Sterling Price Williams Prize in psychology, the Solly A. Hartzo Award in Politics, the Gail DeHerder Prize in Creative Writing, the Scott Award in Religion, and the Richard Watson Hantke Award in History. The Edward H. Oppenheimer Memorial Prize is awarded each year to the senior man and woman judged to have contributed most to the college community. The Jacob Wardwell Edwards Prize is presented to the freshman demonstrating outstanding qualities of leadership.

Grades

The College employs an A, B, C, D, F grading system. The "A" grade is awarded for work of clearly outstanding quality. The "B" is given for superior but less than outstanding work. The "C" indicates good work. The "D" is given for work that is marginal but nevertheless passing. Courses

in which a student receives a grade of "D" count toward graduation; however, the departments may require a grade of "C" or better in courses prerequisite to more advanced work. A course for which the grade of "D" is received may be repeated for the purpose of improving the grade, but not for additional credit. "F" indicates failure. Repetition of a course will not remove the original grade, but both grades will be recorded.

At Lake Forest, students may choose for each course whether to receive either "credit" only or a grade in the course, if the work is successfully completed. The choice must be made no later than the end of the first week of classes in the term, except that in the January or February terms the choice must be made no later than the third day of classes. Students who fail a course are given a grade of "F" under either choice. An incomplete, "I", is given to a student who is passing but, because of illness or some other reason beyond control, has not completed the work of the course by the end of the term. An incomplete may be given only upon the initiative of the instructor and, except when special permission is granted by the Dean of the Faculty, must be removed within the first week of the new term in fall or winter, and within one calendar week after the close of final examinations in the Spring term.

Approved withdrawal from a course within the first four weeks of a fall or spring term will result in a grade of withdrawal, "W", if the student is passing the course, and a grade of withdrawal failure, "WF", if not. For the Winter term, the period is two weeks for full-term courses, one week for January and February (half-term) courses.

The conditional grade of "X" permits a student who was passing a course up to the time of a final examination or paper to repeat that work when, in the opinion of the instructor, a failure on the final work was clearly inconsistent with the student's earlier performance. It is given at the discretion of the instructor and must be cleared under the same procedure as apply to the "I". If the work is satisfactorily completed, the "X" is converted to a "D"; otherwise it becomes an "F".

The warning grade of "Y" is given only to freshmen at the time of the midterm grade report when a student is barely passing a course.

Grade reports for failing, barely passing, or incomplete work are made to all freshmen students at midterm. Final grade reports are mailed to students at their homes at the close of each term.

The Dean's List

The Dean's List recognizes students who have achieved distinguished academic records. It is compiled at the end of each academic year. To be selected for this honor, a student must have received during the year at least four grades of "A", six grades of "A" or "B", and no grades of "C", "D", or "F".

Courses of Instruction

BIOLOGY

Professors Giere (Chairman), Louch, Associate Professors Runge, Weik; Assistant Professor Spiess; Instructor Powers

An undergraduate major in biology may be desirable for the potential professional biologist, medical scientist (physician, surgeon, dentist, veterinarian), and also for ancillary and paramedical persons. Course work in biology may also benefit those whose career may be interdisciplinary in nature — biochemistry, biophysics, health physics, pharmacology, physical anthropology, or psychology.

The department maintains two field areas for teaching and research in ecology. A 15-acre site in West Lake Forest is the gift of Mr. James R. Getz. "Carpenter Woods", nine acres of flood plain of the DesPlaines River, is held by the College on long-term lease from the Nature Conservancy. The department also enjoys access to the Illinois Dunes State Park and the numerous forest preserves of Northeastern Illinois.

The following courses are open to students who are not contemplating a biology major. There are no prerequisites and admission may be gained with the consent of the instructor: Biology 10, 12, 14, 21, 26, 27.

The College has a chapter of Beta Beta Beta, the undergraduate honorary society for biology students.

The minimum major requirements include eight courses in the department; also Chemistry 17, 18. The chemistry sequence may be delayed until the second year. The student interested in graduate or professional schools will be encouraged to take additional work in the department as well as in cognate sciences and mathematics. The student is not bound by any formal sequence of courses, however, the following guideline must be honored:

- if Marine Biology is taken, a and b must be taken concurrently.
- if Vertebrate Biology is taken, it is strongly recommended that both a and b be taken; 24a is prerequisite to 24b.
- a minimum of one course from each of the following two groupings: 22, 24, 27, 32, 39 and 21, 22, 25, 26, 34.
- a minimum of four courses from the following: 29, 31-36, 39, 41, 45.

Able students will be encouraged to undertake a research project leading to research credit or the presentation of a senior thesis.

A grade of "C" or consent of instructor is required for all of the stated course prerequisites.

10 PLANTS FOR MAN W Mrs. Spiess

Economic and aesthetic roles plants and plant products have played in the development of man's societies. Five lectures and one field trip per week. (For non-biology majors.)

12 GENERAL GENETICS F Mr. Runge

Analysis of the basic Mendelian principles of inheritance and a consideration of the chemical nature of the gene. Perhaps of special interest to sociology, anthropology, or psychology students interested in population genetics. Three lectures, two labs per week.

14 ENVIRONMENTAL BIOLOGY S Mr. Louch

How organisms and groups of organisms interact with their environment. Four lectures and one lab per week.

21 VASCULAR PLANTS S Mr. Weik

Taxonomy, morphology, and ecology of the vascular plants, with special emphasis on the spring flora of Northern Illinois. The lab will include frequent field trips to the department's field study areas, forest preserves, and the Illinois Dunes State Park. Three lectures, two labs per week. Prerequisite: Biology 12, 14 or consent of the instructor.

22a,b MARINE BIOLOGY W Mr. Louch, Mr. Weik

Biology and ecology of marine organisms. The first part of the course will be spent on campus, the last half will be spent at a marine station in Florida. Courses must be taken concurrently. Prerequisite: ~~Biology 12, 14~~ and consent of instructor.

2 TERMS OF

24a,b VERTEBRATE BIOLOGY FS Mr. Giere

Includes the more traditional comparative anatomy, embryology, histology, and physiology. Fall: reproduction and early development, musculo-skeletal (locomotion), respiratory, and cardiovascular systems. Spring: energy metabolism and temperature regulation, osmoregulation, and neural and chemical coordinating mechanisms. Three lectures, two labs per week.

25 MORPHOLOGY AND PHYSIOLOGY OF VASCULAR PLANTS F Mrs. Spiess

A discussion of the environmental factors controlling the life of a flowering plant: germination, absorption and transport of minerals, leaf development and abscission hormones, flowering, and seed formation. Three lectures, two labs per week. Prerequisite: Biology 12, 14. One year of chemistry recommended.

26 AMERICAN FOREST F Mr. Weik

Survey of major forest associations of the United States. The ecology, economic use, and analytical techniques employed in studying forest types. Frequent lab trips to forest preserves of Northeastern Illinois, and the department's field study areas. Three lectures, two labs per week. Prerequisite: Biology 12, 14 or consent of the instructor.

27 ORNITHOLOGY S Mr. Louch

Introduction to the biology of birds. Lab work will emphasize bird recognition in the field while class sessions will cover other aspects of avian biology. Four lectures, one lab per week. Prerequisite: Consent of instructor.

28 ELECTRON MICROSCOPY W
Mr. Giere

Basic concepts of electron optics as related to the design and use of the transmission electron microscope; techniques and problems of sample preparation; and observation of prepared biological samples. Prerequisite: Three courses in biology and consent of the instructor.

29 BIOCHEMISTRY W
Mr. Giere, Mr. Martin

Offered jointly with the Chemistry Department. Introduction to biochemistry at the cellular level. Emphasizing protein structure of the enzymes responsible for the biochemical energy transfer processes. Four lectures, one lab per week. Prerequisite: Chemistry 22.

31 SPECIAL PROBLEMS IN ECOLOGY F
Mr. Louch

The ecosystem as a functional unit, with discussions of population phenomena, ecosystem structure, and energy flow through ecosystems. Problem oriented with students selecting special study topics. Three lectures, two labs per week. Prerequisites: Biology 12, 14 and Chemistry 17, 18. A background in botany and zoology is desirable. (In alternate years. Offered in 1973-74.)

32 ENTOMOLOGY F Mr. Louch

The taxonomy, general biology, and importance of insects to man. Three lectures, two labs per week. Prerequisite: Biology 12 and Chemistry 17 or consent of the instructor. (In alternate years; not offered in 1973-74.)

33 MICROBIAL AND MOLECULAR GENETICS W Mr. Runge

Genetics of bacteria and their viruses, and other microorganisms. Non-Mendelian systems of inheritance, genetic fine structure, transformation and transduction, sex-factors and other plasmids, the biochemical nature of the gene, and the operon concept of genetic control. Three lectures, two labs per week. Prerequisite: Biology 12 plus two other courses in biology and Chemistry 17, 18.

34 FRESHWATER ALGAE F Mr. Weik

Investigations into the biology of freshwater algae including the cytology, reproduction, phylogeny, ecology and laboratory maintenance of representative forms. Three lectures, two labs or field trips per week. Prerequisite: Biology 12 and Chemistry 17.

35 INTEGRATIVE SYSTEMS IN BIOLOGY S Mrs. Spiess

The elaboration and integration of cells into a living system responsive to the environment. Three lectures, two labs per week. Prerequisite: Biology 12, Chemistry 17, 18, a background in general biology, or consent of the instructor.

36 EVOLUTIONARY ORIGINS OF THE FLOWERING PLANTS S
Mrs. Spiess

Study of the lower plants with emphasis on physiological and anatomical similarities to the Angiospermae. Examination of fossil records for ancestry and place of origin of flowering plants. Four lectures per week, independent projects. Prerequisite: Biology 25.

39 SPECIAL TOPICS IN PHYSIOLOGY W
Mr. Giere

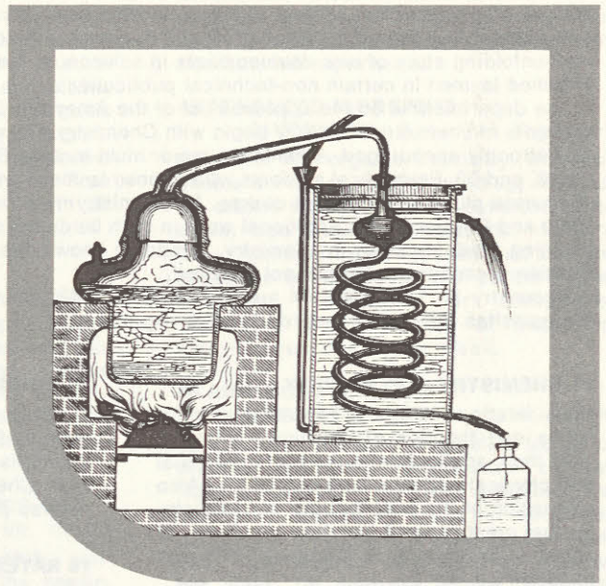
The physiology of a single organ system or of the response of several organ systems to a single insult to the organism: e.g., physiology of exercise, endocrine control of metabolism, physiology of skeletal muscle. Prerequisite: Biology 24a,b, Chemistry 17, 18 and consent of the instructor. (Not offered in 1973-74.)

41 CELL PHYSIOLOGY S Mr. Runge

Fundamental processes of plant and animal cells, emphasizing detailed physiochemical analyses of photosynthesis and respiration, protein and fat metabolism, ion transport, and the role of the nucleus and cytoplasm in cytodifferentiation. Three lectures, two labs per week. Prerequisite: Senior standing and Biology 29 or Chemistry 22, 23.

45 SEMINAR

Prerequisite: By invitation. (Not offered in 1973-74.)



CHEMISTRY

Professors Coutts (Chairman), Martin; Associate Professor Thompson; Assistant Professor Long; Instructor Klingbeil

The department offerings are arranged so as to meet the needs of three groups of students — those majoring in chemistry, those wishing to make use of certain aspects of chemistry for their own vocational interests, such as students planning to go into biology, physics, medicine, business, or law, and those wishing to sample chemistry at a non-specialized level to better understand certain aspects of the world around them.

No attempt is made in the sequence of chemistry courses to "cover" the chemical behavior of all known substances. Instead, emphasis is laid upon the development of broad theories which allow correlation of seemingly separate bits of knowledge into an integrated whole, and upon the application of these broad, general principles to new unstudied situations.

The chemistry major who pursues the curriculum built around these points of emphasis should acquire a mastery of the basic laws and theories dealing with the interactions of matter, and develop techniques which will allow him to engage in further study and investigations. The major from an allied field who elects to study a portion of the chemistry curriculum will achieve a greater mastery of his own subject through a broadened appreciation of the interrelationships existing within the sciences.

It is hoped that the non-science major who selects one or more of the courses designed for him (Chemistry 11-14) will acquire an appreciation of the scientific method as

an approach to problem solving, and that he will have his curiosity sufficiently aroused with respect to things scientific that he will continue to follow intelligently the ever-unfolding story of new developments in science as they are communicated to informed laymen in certain non-technical publications.

The department is on the approved list of the American Chemical Society.

Majors in chemistry ordinarily begin with Chemistry 17; research leading to a thesis is also strongly encouraged. A minimum major must include Chemistry 17, 18, 19, 22, 23, 32, and 33. Premedical students who choose to major in chemistry often select this core of courses plus one additional course. All chemistry majors need to take Mathematics 12a,b and Physics 12a,c; additional work in both fields would be helpful for students planning graduate study in chemistry. A reading knowledge of German or Russian is recommended but not required.

Chemistry 11, 12, 13, and 14 are designed for non-science majors and have no prerequisites. All include appropriate lab experience.

11 CHEMISTRY AND SOCIETY

Considerations of some fundamental principles and theories of chemistry, together with their application to men's intellectual and physical activities and way of life. Also discussion of the contributions of chemistry to the creation and solution of some of society's technological problems. (Offered in 1974-75.)

12 ENVIRONMENTAL CHEMISTRY F

Exploration of those aspects of chemistry dealing with interactions between living systems and the rest of the earth, focusing on how chemistry affects natural processes; relevant background from other sciences included.

13 THE MOLECULES OF LIFE

Introduction to structure and behavior of some organic and biologically important molecules.

14 MEN AND ENERGY W

Various forms of energy, including nuclear, radiant, electrical, and heat with emphasis on chemical energy (e.g., fossil fuel, batteries, foods); includes sources, interconversions, and limitations of use.

17 ATOMS, MOLECULES, AND MATTER F

Stoichiometry; atomic and molecular structure; chemical bonding; properties and theories of gases, liquids, solutions, and solids; coordination compounds. Lab involves introductory quantitative techniques and analysis. Four class meetings, one lab per week.

18 CHEMICAL EQUILIBRIUM W

Fundamental equilibrium considerations of ionic and gaseous solutions; application of equilibria to qualitative analysis. Prerequisite: Chemistry 17. Four class meetings, one lab per week.

19 RATES, ENERGY, AND ANALYSIS S

Basic concepts of kinetics and energetics of chemical reactions. Electrochemical and spectroscopic methods of analysis and basic methods of separation. Lab includes introductory instrumental methods. Prerequisite: Chemistry 18. Four class meetings, one lab per week.

22 STRUCTURE AND FUNCTION OF ORGANIC MOLECULES F

Mr. Martin, Mrs. Klingbeil

Introduction to functional groups; nomenclature; resonance; inductive and steric effects; aromaticity; stereochemistry; nature of organic reactions; fundamental experimental methods and gas chromatography. Prerequisite: Chemistry 19 or consent of instructor. Four class meetings, one lab per week.

23 ORGANIC REACTIONS AND STRUCTURAL ANALYSIS S

Mrs. Klingbeil

Addition, substitution, and elimination reactions; molecular rearrangements; radical reactions; oxidations and reductions; carbohydrates, proteins, and other polymers; organic synthesis; infrared and nuclear magnetic resonance spectroscopy. Prerequisite: Chemistry 22 or consent of instructor. Four class meetings, one lab per week.

28 INTERMEDIATE ORGANIC CHEMISTRY W Mr. Martin

Variable content, with topics selected from the following: proteins and other macromolecules; enzymic reaction mechanisms; photochemistry, radical reactions; organic reaction mechanisms. Project-type experimental work, including spectroscopic methods. Prerequisite: Chemistry 23. Four class meetings, one lab per week. (In alternate years. Offered in 1973-74.)

29 BIOCHEMISTRY W

Mr. Giere, Mr. Martin

Offered jointly with the Biology Department. Introduces control concepts of biochemistry at the cellular level. Protein structure of enzymes responsible for biochemical energy transfer processes. Prerequisite: Chemistry 22. Four lectures, one lab per week.

32 CHEMICAL THERMODYNAMICS AND EQUILIBRIUM F Mr. Coutts

Derivation of thermodynamic state variables and their application to the prediction of direction and extent of chemical reactions; homogeneous and heterogeneous equilibria; phase diagrams; introductory statistical thermodynamics. Prerequisite: Chemistry 23 or consent of instructor. Four class meetings, one lab per week.

33 CHEMICAL DYNAMICS S Mr. Coutts

Kinetic molecular theory; chemical kinetics; solution phenomena; electrode processes. Prerequisite: Chemistry 32 or consent of instructor. Four class meetings, one lab per week.

35 QUANTUM CHEMISTRY AND MOLECULAR STRUCTURE W

Mr. Coutts

Introductory quantum mechanics emphasizing nature of chemical bonding; determination of molecular structure through spectroscopic and related techniques. Prerequisite: Chemistry 32 or consent of instructor. Four lectures, one lab per week for seven weeks.

41 INSTRUMENTAL METHODS F

Mr. Long

Theory and operational techniques of instrumental analyses for structural and analytical applications in all branches of chemistry. Includes spectroscopic, chromatographic, electrochemical, and radiochemical methods. Prerequisite or corequisite: Chemistry 33 or consent of instructor. Intensive lab experience.

43 ADVANCED INORGANIC CHEMISTRY S Mr. Thompson

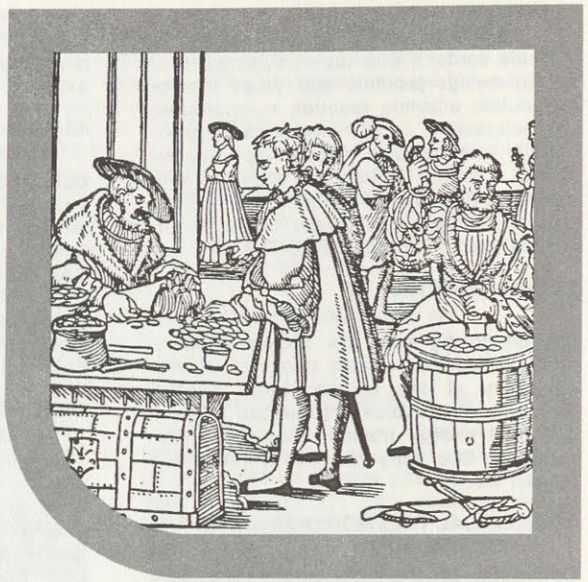
Concepts in inorganic chemistry, with emphasis on structure and bonding; molecular orbital theory; electron deficient molecules; coordination compounds; descriptive chemistry used to demonstrate applications of principles and periodic relationships. Prerequisite or corequisite: Chemistry 33 or consent of instructor. Four lectures, one lab per week.

44 ADVANCED ORGANIC CHEMISTRY W Mr. Martin

Theoretical treatment of familiar topics of organic chemistry; quantitative correlations of reaction rates and equilibria, focusing on effects of substrate structures and media changes on reactivity. Prerequisite: Chemistry 23 and 33. Five lectures per week. (In alternate years. Offered in 1974-75.)

47 SPECIAL TOPICS FW or S

Subject matter and meeting pattern vary from year to year. Possible topics: Inorganic reaction mechanisms; organometallics; catalysis; spectroscopy; chemical applications of group theory. Prerequisite: Chemistry 33 or consent of instructor.



ECONOMICS

Professors Hale, Herlihy (Chairman), Nicholaus; Instructors Baade, Watson

The study of economics addresses itself to two basic questions faced by men in any society: how are available resources to be allocated among productive uses in order to yield the greatest product; and how are the fruits of the productive process to be distributed among the members of society. Since no universal form of socio-economic organization exists, economics examines and compares the different ways in which human societies have sought answers to these two questions.

It is possible to begin the study of economics at Lake Forest College at either the freshman or sophomore level. The first year's work includes an introductory course designed both for potential majors and for those desirous of a single survey course. In addition at this level a wide range of problem oriented courses is offered.

Qualified junior and senior majors are encouraged to engage in independent study projects, both within the discipline of economics and across disciplinary lines. Also, a number of internships in the Summer and Winter terms are available and will involve off-campus experiences related to the discipline of economics. Economics majors from Lake Forest College have been admitted to some of the top graduate and professional schools in economics, business administration, law, and medicine. Majors contemplating graduate or professional training are urged to consult with their departmental advisers concerning selection of courses.

Students wishing to major in economics should complete the two theory sequences (Economics 21, 22 and 23, 24) by the end of the junior year at the latest. The major includes as a minimum Economics 11, 21, 23 and any other five courses in economics (except 13a, b, which are not credited to the major). Economics 11 is a prerequisite for all other courses in the department except 13a, b.

11 PRINCIPLES OF ECONOMICS FS
Mr. Baade, Mrs. Hale, Mr. Herlihy, Mr. Watson

Structure, function, and problems of the American economy, with emphasis on application of economic principles to analysis of current problems.

13a ACCOUNTING I FS Mr. Nicholaus

Fundamental principles and procedures of accounting for business enterprises.

13b ACCOUNTING II W Mr. Nicholaus

Analysis and interpretation of accounting statements and data for management purposes. Prerequisite: Economics 13a.

14 COMPARATIVE ECONOMIC SYSTEMS W Mr. Baade

Examination and analysis of the role of non-market direction of resources in several countries: The Soviet Union, Eastern Europe, Scandinavia, France, and Great Britain.

15 URBAN ECONOMIC PROBLEMS F
Mrs. Hale

Analysis of current problems of urban America, including housing, transportation, population, pollution, education, discrimination, and segregation.

16 RADICAL ECONOMICS S
Mr. Watson

Critique of orthodox economics and the economic dimension of American society. Topics covered may include racism, imperialism, health, defense, spending, zero economic growth, income distribution, migratory workers, pollution, and the economics of women.

17a, b MODERN ECONOMIC PROBLEMS W Mr. Herlihy

Analysis of economic dimensions of selected current problems. In 1973-74 the topic considered will be the economics of health. During January (17a), a classroom review and discussion of the literature on health care. In February (17b), field research projects on some aspect of health care in Lake County, Ill.

18a, b INTERNSHIPS IN ECONOMICS WS
Mrs. Hale

A work-study program which will provide an opportunity to supplement the academic with work experience in business, social, and government agencies. Both half-term and full-term internships will be available in the Winter term. Some internships have specific course prerequisites to be completed before the internship begins.

21 PRICE THEORY F Mr. Herlihy

Application of both theoretical and empirical analysis to consumer demand, to the firm as producer of goods, as buyer in both monopoly and competitive markets.

22 OLIGOPOLY POWER IN AMERICA W
Mrs. Hale

Problems created by oligopolies; based on theoretical models, an extensive market game to be played in class, and industry case studies. Prerequisite: Economics 21.

23 MACRO-ECONOMICS F Mr. Watson

Examination of the major components of national income, application of macro-economic models to current problems of employment, the price level, and economic growth.

24 MONETARY AND FISCAL POLICY S
Mr. Baade

Analysis of theories of economic growth and stabilization in advanced Western economies, utilizing tools of monetary and fiscal policy. Prerequisite: Economics 23.

25. ECONOMICS STATISTICS W
Mr. Watson

Distribution analysis, probability theory, sampling theory, statistical inference, regression and correlation analysis, with emphasis on application of statistical techniques to economic problems and policies. Prerequisite: Economics 11.

26 INTRODUCTION TO ECONOMETRICS S Mr. Watson

Use of statistical methods, especially multiple regression, to test hypotheses based on economic theory. Extensive use of computer programs. Prerequisite: Economics 25.

27 MATHEMATICAL ECONOMICS

Mr. Watson

Mathematical analysis of theories and policies in consumer behavior, production theory, market behavior, capital theory, economic theory, and economic growth. Prerequisite: Economics 21 and Mathematics 12b, or consent of instructor. In alternate years. (Offered in 1974-75.)

31 LABOR IN THE AMERICAN ECONOMY S Mr. Herlihy

Economics of the labor market; also the labor problems of American industrial society, in the context of labor unions and collective bargaining. Prerequisite: Economics 21, or consent of instructor.

32 INTERNATIONAL ECONOMICS S

Mr. Baade

Principles, institutions, and policies of international trade. Prerequisite: Economics 21 and 23, or consent of instructor.

33 ANTI-TRUST IN AMERICA F

Mrs. Hale

Examination of the problems of limited market power by studying the leading Supreme Court cases. Prerequisite: Economics 22.

34 CORPORATION FINANCE F

Mr. Nicholaus

Impact of the corporation on the economy; the corporation's demand for funds, internal and external sources of supply, and costs of the firm. Prerequisite: Economics 11 and 13b, or consent of instructor.

45 SENIOR SEMINAR

Application of economic analysis to selected contemporary topics. Prerequisite: Senior standing and Economics 22 and 24. By invitation only. Not offered in 1973-74.

EDUCATION

Professor Reichert (Chairman); Lecturers ‡Bonhivert, ‡Slack, ‡Townsend, ‡M. Wasylik; Instructor ‡Heaston

Lake Forest prepares students to teach in elementary and secondary schools in nearly every state of the Union.

The College is particularly proud that its teacher education program long has been approved by the State of Illinois.

The Lake Forest program draws upon the superior schools of the area for some of its teaching personnel and supervised teaching is done in the fine local schools under experienced critic teachers. The College calendar enables seniors to do their supervised teaching in a block of time relatively free from the burden of other college courses.

There are no majors in education at Lake Forest; secondary teachers major in a teaching field, and elementary teachers choose any college major for graduation. The College believes that teachers are best prepared by a balanced program of general education, specialized education (the major), and professional courses.

The requirements stated below, in addition to the graduation requirements, will qualify graduates for teaching certificates in Illinois and most other states and will also meet the standards of the North Central Association of Colleges and Secondary Schools. The State of Illinois requires that each candidate for certification pass an examination on the constitutions of the United States and Illinois.

‡Part-time teaching, 1973-74

Elementary Certificate

(Kindergarten through eighth grade)
Art and/or Music: 2 courses
Mathematics: Mathematics 14.
Science: 2 courses.
English and/or Foreign Language: 3 courses.
Politics: Politics 11, Introduction to Politics, or History 12a, Foundations of the American Republic.
Psychology: Psychology 12, Survey of Psychology.
Social Science: 1 additional course from this division.
Geography: Geography 11, Principles of Geography (given in alternate years, not required of teachers preparing for Grades Kindergarten through Third.)
Education: Education 21, American Education
Education 32, Reading in the Elementary School (to be taken in fall of senior year as a fourth course).
Education 36, Educational Psychology.
Education 48, Supervised Teaching in the Elementary School (Double course taken in winter or spring of senior year when no other courses should be taken).
The following half-courses, credited toward certification but not toward graduation, should be taken one at a time starting in the junior year in addition to the regular course load:
Art Education 22, Methods of Teaching Art (not required for teachers of grades four through eight).
Science Education 26, Science in the Elementary School.
Social Studies Education 27, Social Studies in the Elementary School.
Physical Education 28, Methods of Teaching Health and Physical Education.

Secondary Education

(Seventh through twelfth grades)
Art and/or Music: 2 courses.
Mathematics and/or Science: 2 courses.
English and/or Foreign Language: 3 courses.
Politics: Politics II, Introduction to Politics, or History 12a, Foundations of the American Republic
Psychology: Psychology 12, Survey of Psychology.
Social Science: 1 additional course from this division.
Physical Education: 1 course.
Education: Education 21, American Education.
Education 36, Educational Psychology.
Eduction 42, Methods of Secondary Education. Spring of senior year.
Education 49, Supervised Teaching in the Secondary School. Double course taken in the spring of the senior year at which time no other course except Education 42 should be taken. Education 42 will be a solid block of four weeks followed by Education 49 for a solid block of eight weeks.

21 AMERICAN EDUCATION FW
Mr. Reichert
Introduction to the control, support, content, and philosophy of American education at all levels.

32 READING IN THE ELEMENTARY SCHOOL* F Mr. Mortensen
Methods of teaching elementary reading.

36 EDUCATIONAL PSYCHOLOGY FS
Child development, the psychology of learning, and problems of school adjustment. (Also listed as Psychology 36.)

42 METHODS OF SECONDARY EDUCATION* S Mr. Reichert
Methods of teaching in the secondary school. To be taken with Education 49.

48 SUPERVISED TEACHING IN THE ELEMENTARY SCHOOL* WS
Miss Slack
The entire day will be spent in the cooperating school. Double course credit. Includes one evening meeting per week.

49 SUPERVISED TEACHING IN THE SECONDARY SCHOOL* WS
Mr. Reichert
The entire day will be spent in the cooperating school. Double course credit.

The following courses, required for certification, do not carry graduation credit, but will be given recorded credit on the student's academic record and should be added, one per term, to the normal three-course program.

Art Education

22 METHODS OF TEACHING ART F
Mrs. Wasylik
The media and methods of teaching elementary school art. Required only for primary grade teaching. One-half course.

Science Education

26 SCIENCE IN THE ELEMENTARY SCHOOL W Mr. Bonhivert
The content of elementary school curriculum in science; methods of teaching. One-half course.

Social Studies Education

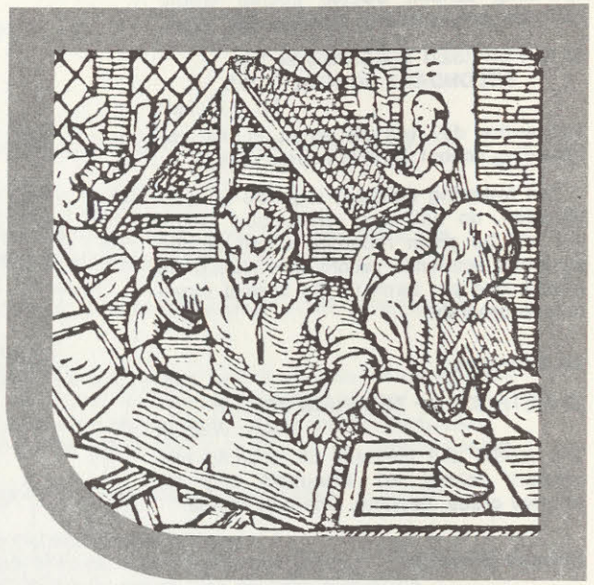
27 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL S
Miss Slack
The content of elementary curriculum in social studies; methods of teaching. One-half course.

Physical Education

28 METHODS OF TEACHING HEALTH AND PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL
Mrs. Jauch
One-half course.

29 HEALTH AND PHYSICAL EDUCATION IN THE SECONDARY SCHOOL
Mrs. Jauch
One-half course.

*Only students enrolling for all certification requirements for the State of Illinois or some other state may count this toward the graduation requirement.



ENGLISH

Professors Cowler, Milne (Chairman), Voss; Associate Professors Bennett, Hentz, Greenfield; Assistant Professors Fishman, Whatley

English, as taught at Lake Forest College, is both a training in technique and a study of material. As a technique, English is concerned with clarity, correctness, and grace of expression, as well as with precision of thought and logic of statement. The material studied in English courses is broadly called literature: the thoughts, emotions and activities of real or imaginary people presented memorably in words.

A college major in English, in addition to comprising studies which are liberal and humane and thus appropriately "educative" ends in themselves, provides useful general preparation for employment in a variety of vocations and professions. In addition to career opportunities for English majors in fields traditionally associated with the study of English, such as teaching, professional writing, editing and publishing, employers are increasingly offering opportunities in business and elsewhere (e.g., the field of law) to young people who have had the advantages of a broad liberal education.

The requirements for the major include the introductory course, 14 (prerequisite for all advanced courses but not counted toward the major); the background courses, 23 and 24; two period courses, one before 1700 (31, 32a, 32b, 33, 40), and one after 1700 (34-37); and the integrating course, 44. Once a student has declared a major, he or she will, in consultation with an advisor, work out an appropriate program from among various period and genre courses, colloquiums, seminars, independent studies, writing courses, and electives in related fields. Majors who plan to do graduate work should orient their

programs toward the period courses and should have a reading knowledge of at least one modern foreign language, preferably French or German.

Because of the wide appeal of literature for all students, the department offers a range of courses attractive to the non-major as well as to the major. In the freshman year, for example, the prospective English major is given English 14 (The Literary Imagination), while the non-major may choose English 16 (Literature and Life). Writing courses include English 10 (Composition) and English 17 (Creative Writing). In the Winter term, all courses through the 20 level are open to freshmen, who may also take in the spring the two background masterpieces courses, English 23 and 24.

Those special studies courses, the topics of which vary from year to year (27, 28, 39-41, 45) may be taken more than once, but majors may count them only once toward the minimum major of eight courses.

10 ENGLISH COMPOSITION FW Mr. Voss

Designed for freshmen and other students who need practice in writing effective expository and argumentative prose. Emphasis on methods of developing papers and achieving unity and coherence, as well as on grammar, usage, and other fundamentals of English.

14 THE LITERARY IMAGINATION FS
Miss Hentz, Mr. Whatley

An introduction to the study of literature through techniques of such genres as poetry, the short story or short novel, and drama. Required for beginning English majors.

16 LITERATURE AND LIFE FWS
Mr. Greenfield, Mr. Fishman

Designed for non-majors, with preference given to freshmen. Writings selected for literary worth and insight into significant social and philosophical problems.

17 CREATIVE WRITING WS
Mr. Voss, Mr. Whatley

Practice in types of imaginative writing with emphasis on the short story. Group discussions and individual conferences.

19 CLASSICAL AND BIBLICAL MYTHOLOGY W Mr. Whatley

Myths of Creation and Fall, with related themes (e.g. Satan and Hercules) in Semitic and Western Culture. Readings from the Bible, Greek and Roman myth, medieval drama and selected modern novels and plays. Material will be studied from a variety of viewpoints: religious, psychological, historical, artistic.

20 CONTEMPORARY LITERATURE F
Mr. Milne

Poetry, drama, and fiction of figures mainly from the last thirty years, figures like Solzhenitsyn, Nabokov, Williams, Lowell, Bellow, Pinter.

21 SHAKESPEARE S Miss Hentz

Selected plays to show Shakespeare's variety; intensive analysis of either "King Lear" or "Hamlet."

22 FILM F Mr. Fishman

By viewing such representative films as "Citizen Kane," "Potemkin," "Bicycle Thieves," techniques of film making are studied and the debate between realist and expressionist film philosophy is examined. Recent American and European films are seen in an attempt to arrive at a usable film criticism.

23 BACKGROUNDS OF LITERATURE: CLASSICAL AND MEDIEVAL FS
Mr. Fishman, Mr. Whatley, Miss Cowler

Origin and development of literary types and traditions as background for continued work in English literature. Selected masterpieces from ancient and medieval literature: Homer, Greek drama, Virgil, **Beowulf**, Dante, Medieval drama and romance, Chaucer. Open to freshmen in the spring term.

24 BACKGROUND OF LITERATURE: RENAISSANCE AND NEO-CLASSICAL FS
Miss Cowler, Miss Hentz

Main traditions of English literature from the Renaissance through the neoclassical period, to serve as a context for the study of English literature as well as an introduction to masterpieces of the period.

25 WRITING WORKSHOP S Mr. Voss

An advanced course for students with considerable skill and experience in creative

or expository writing and wanting increased proficiency. Prerequisite: English 10 or 17, or permission of instructor.

27 LITERARY TYPES AND TRADITIONS W

Investigation of the development and character of some genre or form of literature: tragedy, comedy, satire, biography, the lyric, the short story. In 1973 — Development of the Short Story, Mr. Voss; Comedy and the Comic, Mr. Bennett.

28 SPECIAL STUDIES W

Intensive analysis of the works of one or two important literary figures or the detailed study of a single major work, such as Joyce's **Ulysses.** In 1973 — Shakespeare: The Tragic Vision, Miss Hentz; Dostoevsky, Mr. Greenfield.

29a, b CONTINENTAL LITERATURE IN TRANSLATION FS Mr. Bennett

Classics of European literature, chiefly French, German, and Russian: 29a, such writers as Rabelais, Montaigne, Cervantes, Racine, Moliere, Voltaire, Rousseau, and Goethe; 29b, Balzac, Flaubert, Zola, Dostoevsky, Tolstoy, Baudelaire, Ibsen, and others. (29a not offered in 1973-74)

30a EARLY AMERICAN LITERARY CULTURE W Mr. Milne

The origins and growth of the American literary imagination from its beginnings in Puritan documents through major works of the early Romantics.

30b STUDIES IN 19TH CENTURY AMERICAN LITERATURE F
Mr. Voss

Works of representative writers: Poe, Hawthorne, Melville, Thoreau, Emerson, Dickinson, Whitman, Twain, James.

30c STUDIES IN 20TH CENTURY AMERICAN LITERATURE S
Mr. Milne

Works of representative writers: O'Neill, Stevens, Frost, Williams, Faulkner, Fitzgerald, Hemingway.

31 MEDIEVAL STUDIES S Mr. Whatley

Romance and Dream: the romances of Chretien de Troyes, Wolfram's "Parzival," Dante's "Divine Comedy," "Le Roman de la Rose," Chaucer's "Parlement of Fowles" and selected "Canterbury Tales." Relevant readings in philosophy and history.

32a THE RENAISSANCE: AGE OF EXPERIMENT Miss Hentz

Sixteenth century humanism; experiments in prose and poetry culminating in Spenser. (Not offered in 1973-74.)

32b DRAMA AND SOCIETY IN THE AGE OF SHAKESPEARE Mr. Fishman

Focusing on the drama of Shakespeare's contemporaries (Marlowe, Jonson), an attempt is made to examine the "mind of an age." Works are read with emphasis on social and cultural significance. (Not offered in 1973-74.)

33 JOHN DONNE AND HIS CONTEMPORARIES F
Miss Cowler

Literature of the earlier 17th century with close study of works of Donne, Herbert, Jonson, Burton, Browne, and others in the "Baroque" tradition.

34 THE AGE OF SATIRE: THE POPE-SWIFT CIRCLE Miss Cowler

The principal neo-classical writers, including the Restoration dramatists and Dryden; the Augustans; and Johnson, Fielding, and Sheridan. (Not offered in 1973-74.)

35 THE ROMANTIC PERIOD F
Mr. Bennett

Key works, both poetry and prose, of Blake, Wordsworth, Coleridge, Lamb, Byron, Shelley, and Keats. Exploration of themes and ideas of a revolutionary era.

36 VICTORIAN LITERATURE Mr. Bennett

Masterpieces of fiction, non-fiction, and poetry by Dickens, Tennyson, Browning, Carlyle, Arnold, Hardy, Wilde, and others. Set in the background of the age itself. (Not offered in 1973-74.)

37 THE ENGLISH NOVEL S Mr. Milne

Development of the novel; representative works by major figures from Defoe through Conrad.

38a MODERN DRAMA W Mr. Bennett

Innovative trends in theater of the 20th century: Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Brecht, Durrenmatt, Anouilh, Genet, Ionesco, Beckett, Pinter, and others.

38b MODERN FICTION WS
Mr. Milne, Mr. Greenfield

Studies in the form, substance, and background of the modern novel, focusing on such writers as Gide, Proust, Kafka, Mann, Joyce, Hemingway, Faulkner.

38c MODERN POETRY F Miss Hentz

Major figures in English and American poetry of this century; emphasis on Yeats and Eliot.

39 JUNIOR COLLOQUIUM W

Designed to permit study of a literary movement, a problem in aesthetics and literary criticism, or a selected theme. In 1973 — Poetry Today, Miss Hentz.

40 MAJOR ENGLISH AUTHORS

Writers of eminence, such as Chaucer and Milton. (Not offered in 1973-74.)

41 INTERDISCIPLINARY STUDIES F

A comparative and interdisciplinary exploration of selected topics. Open to juniors with permission of instructor. In 1973 — The Psychology of "Modernism," Mr. Greenfield.

44 THEORY OF LITERATURE FW
Mr. Bennett, Miss Cowler

Important critical modes and approaches to literature; an integrating experience for the senior major.

45 SEMINAR: SELECTED TOPICS S

Focuses on a limited topic changing from year to year; stresses independent investigation and intensive study. Open to juniors and seniors with permission of instructor. In 1973 — Dickens, Dostoevsky, Camus; Mr. Bennett.

FINE ARTS

Professors Bowen, Mitchell (Chairman), Schulze; Associate Professors Croydon, ◆Kirby, Smith; Assistant Professors Converse, Fishman; Instructors Fernandez, Slocum, Lasocki; Teaching Associates Huhn (Organ), P. Faller (Voice), R. Faller (Brass wind instruments), ‡Freer (Clarinet and Saxophone), Scheuzger (Violin and Viola), Chapman (Flute); Director of the College Choir ‡V. Allison

The department offers two majors: Art History, and Music History and Theory. In addition, it is possible for students majoring in other subjects to obtain a teaching minor in Dramatic Art.

Art

The principal direction of the department is theoretical rather than practical. The major is in art history. In the belief that some personal experience of what an artist actually does is a necessary accompaniment of art historical study, majors are required to take one course in studio art and are encouraged to take more than one. It is the policy of the department that all creative work — whether by majors or non-majors, for credit or not — will be encouraged. A number of more advanced studio courses are offered for credit in addition to the courses in art history; other courses in studio art may be taken at Barat College.

Art history is a humanistic discipline the study of which should relate to the methods and

◆ Leave of absence, 1973-74
‡Part-time teaching, 1973-74

standards the student will encounter in other departments of the College. The course work in art history concerns itself with those things theoretical, historical, critical, and aesthetical which should add not only to one's appreciation and understanding of the visual arts, but which, further, are central to any more developed scholarly approach to the field. For those students preparing for post-graduate study, the courses will provide training in the scholarly procedures of the art historian; but the courses also are aimed at those students who wish to expand their comprehension of art.

The fundamental problems of the history and appreciation of art are explored in a basic course, Art 10 (Introduction to the Visual Arts), a prerequisite for all art history majors and for anyone wishing to enter further courses in the discipline. The more advanced courses deal in a detailed way with main periods and styles of Western art, with American art, and with a variety of more specialized concerns of the art historian, such as iconography, the artist's materials, the museum and so forth. During the senior year, majors are expected to participate in one seminar.

Both the basic course in art history and the basic course in studio art are open to freshmen. One course credit in Art 11 must accompany a major in art history, but studio course credits do not count towards the total number of courses required for the major. Admission to studio art courses beyond Art 11, with the exception of Art 16 (Creative Photography) and Art 17 (The Physics and the Art of Photography), is selective and dependent upon the attainment of a high standard of work in Art 11.

10 INTRODUCTION TO THE VISUAL ARTS FS

An analytical and historical survey of the visual arts from antiquity to the present. A prerequisite for all other courses in art history and required of all majors.

11 STUDIO ART: ELEMENTS OF DESIGN FW Mr. Croydon

Introduction to basic design problems in various two and three dimensional techniques and media. A prerequisite for all other courses in studio art.

12 STUDIO ART: DRAWING W Mr. Mitchell

Principles and practice of drawing with emphasis on drawing from the model.

13 STUDIO ART: PAINTING S Mr. Croydon

Advanced creative projects using various painting media.

14 STUDIO ART: SCULPTURE S Mr. Croydon

Advanced creative projects using traditional and contemporary three dimensional media. (Not offered in 1973-74.)

15 STUDIO ART: GRAPHIC ARTS S Mr. Croydon

Advanced creative projects in various print-making media. (Not offered in 1973-74.)

16 STUDIO ART: CREATIVE PHOTOGRAPHY

A basic course in photography offered normally in the Summer term.

20 STUDIO ART: THE PHYSICS AND THE ART OF PHOTOGRAPHY W Mr. Croydon, Mr. Donnally

Creative use of the photographic medium along with study of appropriate scientific principles and aesthetic values. Works of influential photographers and important photographic themes will be analyzed. (Also listed as Physics 20.)

21 SYMPOSIUM W

Contemporary problems in the arts. Lectures and discussion conducted by several members of the department faculty. Topics to vary each year. In 1973-74: The Contemporary Scene and the Western Tradition in the Arts. Prerequisite: Art 10.

22 HISTORY OF ARCHITECTURE F Mr. Schulze

Evolution of architectural style and thought from antiquity to the present.

23 ANCIENT ART F Mrs. Slocum

Painting, sculpture, and architecture of ancient civilizations of Egypt, Mesopotamia, Greece, and Rome.

24 MEDIEVAL ART S Mrs. Slocum

Art of the Early Christian, Byzantine, and Medieval periods.

25 CLASSICAL ART FS
Art and architecture of the Hellenic world in the Minoan through Byzantine Periods. (Offered only in Athens.)

27 INTRODUCTION TO WESTERN ICONOGRAPHY W Mr. Fernandez
Relations between icons and ideas: an examination of visual images (signs, symbols, and allegories) in Western art. (Not offered in 1973-74.)

28 HISTORY OF MEDIA AND MATERIALS W Mr. Croydon
The evolution and use of different media, materials, and techniques by the sculptor, painter, and draughtsman in the course of history. (Not offered in 1973-74.)

29 FLEMISH ART F
Art of the Flemish Netherlands. (Offered only in Brussels.)

30 SPANISH ART F
Painting and sculpture in Spain. (Taught in the Spanish language and offered only in Madrid.)

31 NORTHERN ART OF THE LATE GOTHIC AND RENAISSANCE F Mr. Mitchell, Mrs. Slocum
Painting, sculpture, and the graphic arts of the Netherlands, Germany, and France from the 14th through the 16th century.

32 ITALIAN ART OF THE EARLY RENAISSANCE F Mr. Fernandez
Painting and sculpture in Italy from the late 13th through the 15th century.

33 ITALIAN ART OF THE 16TH CENTURY S Mr. Fernandez
Painting and sculpture of the High Renaissance and Mannerist artists of Rome, Florence, and Venice.

34 17TH CENTURY ART F Mr. Mitchell
Painting and sculpture in Europe in the 17th century.

35 18TH CENTURY ART S Mr. Fernandez
Painting and sculpture in Europe in the 18th century. (Not offered in 1973-74.)

36 19TH CENTURY ART S Mr. Mitchell
Painting and sculpture in Europe from David to the Post-Impressionists.

37 20TH CENTURY ART FS Mr. Croydon, Mr. Schulze
Painting and sculpture in Europe and the United States from Post-Impressionism to the present.

38 AMERICAN ART W Mr. Schulze
The visual arts in North America, covering painting, sculpture, architecture, and the applied domestic arts, from art of the colonial period to the present.

39 RESEARCH AND METHODOLOGY IN ART HISTORY W Mrs. Slocum
Techniques and procedures of art historical research and a survey of the various tools and sources available to the student. Preparation of notes, scholarly papers, and articles. (Not offered in 1973-74.)

41 HISTORY AND DEVELOPMENT OF MUSEUMS W Mr. Fernandez
The evolution of public and private collecting from antiquity to the present; problems and practices of museum operation and management. (Not offered in 1973-74.)

45 SEMINAR W

Dramatic Art

A major in Dramatic Art is not offered.

21 INTRODUCTION TO THE THEATER F Mr. Converse
Modern theatrical practices, emphasizing play production and play selection. Stagecraft lab required.

22 THE ART OF THE ACTOR W Mr. Converse
Various theories of acting in the modern theater from Delsarte to the present, with an opportunity for students to put these theories into practice. Stagecraft lab is required.

31 HISTORY OF THE THEATER F Mr. Converse
Theory and mechanics of the drama, beginning with ancient man and continuing to the modern period, including inquiry into the playwright's art as well as study of the staging and production of specific plays.

32 THEATRICAL PRODUCING AND DIRECTING S Mr. Converse
Principles and techniques of the director's art. Each student produces and directs a play as part of the application of production theory.

33 ADVANCED ACTING W Mr. Converse
Principles and techniques of acting for the student who has had previous experience or training. Emphasis is upon acting demonstrations and individual conferences.

34a,b HISTORY OF DRAMA IN THE WESTERN TRADITION Mr. Fishman
First term: classical drama, primarily that of the Greeks, with special attention to origins of drama and the meaning of tragedy. Second term: major periods of post-classical drama in England, Continental Europe, and America, emphasizing extremely contemporary American drama. In both, the influence of extra-literary matters (staging, theater-history, audience) is given special attention. Also, the unique relationship between drama and society. Courses are designed to be taken independently. (In alternate years. Offered in 1973-74.)

Music

An integrated approach to music theory, history, and performance practices sets the curriculum tone for music majors. Four required theory courses include work with basic melodic and chordal structures; formal modes of musical organization; harmonic analysis; and counterpoint. Ear training, sight-singing, and creative work are combined with the preceding facets of study. The theoretical aspects of harmony and counterpoint provide the basis for the comprehension of advanced history courses.

Courses in music history, like those in art, emphasize the major stylistic periods of the Western World. In addition to the study of music in its historical perspective, stylistic developments in music are related to those of other arts. Music 10, Introduction to Music Literature (or its equivalent), is a prerequisite for advanced history courses.

A music major should demonstrate a minimum keyboard proficiency or performing ability in another instrument. Staff members give instruction in piano and organ. Instruction in all other instruments and voice is arranged with qualified musicians from the Chicago area.

The College Choir and Madrigal Singers are the departmental co-curricular musical organizations. Competent instrumentalists may audition for the Lake Forest Symphony Orchestra; and student-directed ensembles are encouraged. These groups present frequent concerts and provide excellent musical experience for all participants.

The major includes Music 10; 15a,b,c; 31a or b; 34; 25a,b; and 36. In addition to the required course work, majors must have one year of applied music and some experience in choral or instrumental ensembles is recommended. A reading knowledge of German is encouraged, especially for the student who may wish to pursue graduate studies in music history.

10 INTRODUCTION TO MUSIC LITERATURE* FS Miss Bowen, Mr. Lasocki
Explanation of basic materials of music leads to the survey of major musical styles and media of performance from the Middle Ages to the present. Emphasis on listening. No previous knowledge of music required.

11, 12, 13 APPLIED MUSIC
Private instruction in piano, organ, voice, and orchestral instruments. One half-hour lesson and a minimum seven hours of practice per week. Satisfactory completion of one year of instruction qualifies a student for one course credit. Added fee for private lessons.

15a,b,c MUSIC THEORY FWS Miss Bowen, Mr. Smith
Basic vocabulary of materials of musical composition: melodic and chordal structures; diatonic and chromatic harmony

with emphasis on four-part writing, analysis, and creative work.

16 SYMPHONIC MASTERPIECES* W
Mr. Lasocki
Varied aspects in the history of the symphony from its inception to the present day.

17 MUSICAL STYLES OF THE 18TH AND 19TH CENTURIES* W Mr. Lasocki
Understanding of the varied forms of instrumental and vocal music from 1700-1900.

25a,b MUSIC IN THE CLASSIC AND ROMANTIC ERAS FS
Mr. Lasocki, Miss Bowen
Stylistic traits of the 18th and early 19th centuries; works of Haydn, Mozart, and Beethoven. Nineteenth century Romanticism centers around works of Schubert, Schumann, Liszt, Brahms, and Wagner.

26 AVANTE-GARDE IN 20TH CENTURY MUSIC W Miss Bowen
Study of works representing experimental techniques opposing traditional concepts of tonality. Selected works of Ives, Schoenberg, Webern, Stravinsky, Bernstein, Cage, Stockhausen, and Babbitt. (In alternate years. Offered in 1973-74.)

27 HISTORY OF JAZZ W
Principal styles and representative jazz musicians: the roots (including blues and ragtime), jazz in New Orleans and Chicago, big band swing, and modern jazz (since 1945). (In alternate years. Offered in 1974-75.)

28 BEETHOVEN AND THE STRING QUARTET W
Detail of individual string quartets by Beethoven. Relationships with earlier music to other works of Beethoven and his contemporaries, and influence on subsequent composers. (In alternate years. Offered in 1974-75.)

31a, b COUNTERPOINT FW
Miss Bowen, Mr. Smith
"Species" counterpoint, using both modal and tonal approaches in projects the first term. Invertible counterpoint and fugue, second term. (Offered as required.)

32 ADVANCED MUSIC THEORY
Miss Bowen
Techniques of modern harmony and counterpoint. Written projects based on study of contemporary scores. (Offered as required.)

33 MUSIC IN THE MIDDLE AGES AND RENAISSANCE F
Music history from Gregorian chant to the end of the sixteenth century. (In alternate years. Offered in 1974-75.)

34 MUSIC IN THE BAROQUE PERIOD S
Mr. Lasocki
Representative composers from 1600-1750, with special attention to J.S. Bach. (In alternate years. Offered in 1973-74.)

36 20TH CENTURY MUSIC S
Miss Bowen
Trends, techniques, and leading composers of modern music, from the French Impressionists to the present. (In alternate years. Offered in 1974-75.)

37 HISTORY OF OPERA W Mr. Dilkey
Literature, performance, and analysis of the world's great operas. (In alternate years. Offered in 1974-75 with emphasis on German Opera. May be counted toward the German major.)

38 AMERICAN MUSIC F Miss Bowen
Music in America from the time of the Pilgrims to the present, including "art" music, folk music, and jazz. (In alternate years. Offered in 1973-74.)

45 SEMINAR IN MUSIC HISTORY
(Offered as required.)

*Music Majors may receive credit in only one of the following: Music 10, 16, 17.

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ue à la paum

FOREIGN LANGUAGES AND LITERATURE

Professor Dilkey; Associate Professors Radandt, Speros (Chairman); Assistant Professor Carlin; Kling; Lecturers Berg, Garneau, ‡Vogt, ‡Zuze

The Department of Foreign Languages and Literature offers course work in French, German, Russian, and Spanish. Its purpose is to equip students to read rapidly and accurately and to converse and write with an acceptable degree of fluency. It is also expected that the student will gain an insight into the cultural history and civilization represented by the language chosen and relate this to other studies in the liberal arts curriculum. Advanced level courses are designed to present a broad and fairly intensive study of each of the major literary periods and to perfect further the student's fluency in oral and written expression. Additional courses are offered in French and German literature in translation. Two courses in linguistics are available in English.

Entering students desiring to continue with language studied in secondary school will be given a placement examination to determine the level at which they should continue the language in college. Each year of secondary school study is assumed to be the equivalent of one term at the college level. A student presenting, for example, two years of secondary school language credit may be expected to resume language study with the third term of the beginning course.

The department has a 30-booth language laboratory. At the present time the laboratory

‡Part-time teaching, 1973-74

possesses over 1,500 student tapes, including not only textbook materials but also dramas, operas, poetry readings, and lectures in the various languages offered. Term abroad programs in Austria, Belgium, and Spain, open to majors and non-majors alike, are taught in the language of the country. There is on campus an active chapter of Phi Sigma Iota, the Romance Language Honor Society, which sponsors extra-curricular activities and prepares "Collages", a magazine of student writing in the Romance Languages.

A major may be obtained in language or literature in French, German, or Spanish and will consist of a minimum of eight courses in each of the above languages. Other courses offered outside of the language sections of the department may be required or strongly recommended. Listed below are the specific, two-track requirements in each language. Courses numbered 20 and below will not count in the major. Courses 11a,b,c and 20 or the equivalent are prerequisites to all other courses in each language. All courses numbered 20 and above are given in the foreign language, except for those courses listed as taught in English.

A student must receive a "C" grade or better in courses 20 or 22 or have the permission of the instructor in order to take courses 23, 28, or 29. A "C" or better or permission of instructor also is required in courses 21 or 24 in order to take courses 33 or 34.

Requirements

French Language Major
21 or 24; 28; 29; 33; 34; 35, 36 or 37; 41 or 44
Linguistics 25; 26
20 level in another foreign language

French Literature Major
21 or 24; 28; 29; 30 or 38; 35 or 37; 36; 41 or 44; 43
one course in comparative literature
Recommended: one term of European History; French 34

German Language Major
23; 24; 34; 37; 39; 40; 41 or 44
Linguistics 25
20 level in another foreign language

German Literature Major
24; 34; 36; 37; 38; 39; 40; 41 or 44
one course in comparative literature
Recommended: one term of European History

Spanish Language Major
21 or 24; 28; 29; 33; 34; 35, 36 or 37; 41 or 44
Linguistics 25; 26
20 level in another foreign language

Spanish Literature Major
21 or 24; 28; 29; 30 or 45; 31 or 32; 35 or 37; 36; 41 or 44
one course in comparative literature
Recommended: one term of European History; Spanish 26

French

11a,b,c BEGINNING FRENCH FWS

11a is designed to develop the student's ability to listen, speak, read, and write basic controlled patterns of the French language. 11b,c introduce reading material of a cultural nature, to provide greater insight into the psychology of the language, and implement the student's understanding of language structure through free composition. Lab work is integral part of the series.

20 READINGS AND DISCUSSION F

Readings focus on contemporary French society showing the pattern of tradition and change in France today. Discussion and conversation. Compositions prepare the student for literature and civilization courses.

21 CONVERSATION W Mr. Carlin

Acquisition of spontaneity in oral expression and comprehension through both free and directed conversation, stressing French idiomatic expressions and cliches of everyday French conversation. Prerequisite: French 20.

22 READING AND ANALYSIS S

Reading, analysis and discussion of fiction, theatre, and poetry of different literary periods, to increase oral and written comprehension and expression and to learn the basic principles of literary study.

23 INTRODUCTION TO FRENCH LITERATURE W Mr. Garneau

Some representative works of the major trends, movements, and themes in French literature during the last three centuries (Not offered in 1973-74; offered in 1974-75.)

24 COMPOSITION AND CONVERSATION F

Intensive training in written and oral expression. Semantic nuances of Anglo-French vocabulary are given special attention through translation from English into French. Prerequisite: French 22 or equivalent.

26 FRENCH CIVILIZATION F

Aspects of French Civilization, touching on art, politics, philosophy, and history. (Offered only in Brussels; not offered in 1973-74.)

28 FRENCH LITERATURE FROM THE BEGINNINGS TO 1800 S Mr. Garneau

French literature from the "Chanson de Roland" to the French Revolution: Ronsard, Montaigne, Moliere, Racine, Voltaire, Diderot, and Marivaux. Reading, lectures, discussions, and papers in French.

29 FRENCH LITERATURE FROM 1800 TO THE PRESENT F Mr. Carlin

The great movements: Romanticism, Realism, Symbolism, Naturalism, Surrealism, Existentialism, and the Absurd. Authors: Hugo, Balzac, Flaubert, Verlaine, Zola, Valery, Apollinaire, Sartre, Camus Ionesco.

30 SPECIAL STUDIES FW

One author, one theme in literature or a group of works studied in depth, be it in French, Franco-Canadian or African literature of French expression. May be repeated for credit. Offered in Brussels, Fall 1973-74: The Private Man in French Literature. Winter: Franco-Canadian Literature of the 20th century, Garneau.

33 PHONETICS AND PHONOLOGY F Mr. Garneau

French articulatory phonetics and its application to the phonological structure of the language: vowels, consonants, intonation, patterns, rhythm, linking; corrective exercises for difficulties in pronunciation; phonetics as a teaching device. (In alternate years. Offered in 1974-75.)

34 MORPHOLOGY AND SYNTAX S Mr. Garneau

Mechanisms of word formation and sentence creation; morphological and syntactic theories and their implications in language learning and teaching; exercise building for the teaching of grammar. (In alternate years. Offered in 1973-74.)

35 FRENCH THEATRE S Mr. Carlin

French theatre from the Medieval mysteries to the theatre of the absurd: development in staging and acting, literary and philosophical aspects, and a glimpse at the current French theatre. (In alternate years. Offered in 1974-75.)

36 FRENCH NOVEL S Mr. Carlin

Development of the French novel, beginning with La Princesse de Cleves, and concluding with the New Novel. Trends and styles, philosophical and social impact of the novel. (In alternate years. Offered in 1973-74.)

37 FRENCH POETRY W Mr. Carlin

Lyric poetry from the troubadours to the concrete poets. Versification, poetic styles, movements, and aesthetic considerations, as well as an increased understanding of poetic feeling. (In alternate years. Offered in 1973-74.)

38 MOVEMENTS IN FRENCH LITERATURE W

Intensive study of one movement in French literature; philosophical, social, and artistic origins and development; representative works. Possible topics: Naturalism, Surrealism, Existentialism. (In alternate years. Offered in 1974-75.)

41 ADVANCED CONVERSATION W

Mr. Garneau

Development of the linguistic facility for concepts and ideas in the spoken foreign language. Training in usage of sophisticated language patterns and of common locutions. Study of idioms and synonyms. Prerequisite: French 24. (Offered in 1974-75.)

43 FRENCH AUTHORS W

A biographical approach to one French author: his intellectual and artistic development, representative works from his canon. (Offered as required.)

44 CREATIVE COMPOSITION AND STYLISTICS F Mr. Garneau

Analysis of style in selected French writers. Stylistic analysis of translations. Intensive work in creative original composition of prose, poetry, and drama. (Normally offered only in Brussels 1973-74)

45 SEMINAR F

An Intensive investigation of a significant literary problem. Topics to be announced. (In alternate years. Offered in 1973-74 in Brussels; topic: Montaigne.)

49 FRENCH LITERATURE IN TRANSLATION S Mr. Carlin

Themes and movements in French literature, studied through representative works in translation. Lectures, discussions, and papers in English.

German

11a,b,c BEGINNING GERMAN FWS

Concentrates on basic language patterns and on aspects of culture and civilization of German-speaking countries. Reading materials include brief biographies of Mozart, Thomas Mann, Heine. In 11c the emphasis is on selected works by modern authors, on free compositions, and on conversations.

20 CONTEMPORARY GERMANY AND ITS LITERATURE I F

Understanding of German thought with emphasis on developing reading ease and accuracy through classroom and lab work. Prerequisite: German 11c or equivalent.

21 CONVERSATION W

A study of common idiomatic expressions in everyday German. Practice in oral expression and comprehension. Prerequisite: German 20.

22 CONTEMPORARY GERMANY AND ITS LITERATURE II S

Recent dramas from Western and Eastern Germany; also Austrian and Swiss writers. Designed to expand vocabulary in preparation for literature courses.

23 INTRODUCTION TO GERMAN LITERATURE F

Mr. Radandt

Representative works of major trends, movements, and themes in German literature during the last three centuries; some basic methodological aspects of literary analysis. Intended to provide perspectives for literature courses which follow.

24 COMPOSITION AND CONVERSATION S Mr. Radandt

Intensive training in written and oral expression. Systematic treatment of idioms. Translations of fairly simple texts into German. Prerequisite: German 22 or equivalent. (In alternate years. Offered in 1973-74.)

30 SPECIAL STUDIES W

One author, one theme in literature, or a group of works exhibiting a similar technique. (Not offered in 1973-74.)

34 MORPHOLOGY AND SYNTAX F

Mechanisms of word formation and sentence creation; morphological and syntactic theories and their implications in language learning and teaching. (In alternate years. Offered in 1973-74.)

35 GERMAN DRAMA SINCE 1890 F

Mr. Dilkey

Outstanding dramatic works since the rise of Naturalism, their place in cultural history: Holz, Hauptmann, Wedekind, Hofmannsthal, Kaiser, Brecht, Durrenmatt, Frisch, and others. (In alternate years. Offered in 1973-74.)

36 FROM LESSING TO THE STURM UND DRANG S

Mr. Dilkey, Mr. Radandt

Lessing's role in development of German literature; "Sturm und Drang" authors Herder, young Goethe, Lenz, and the early Schiller. (In alternate years. Offered in 1973-74.)

37 GOETHE AND SCHILLER S

Mr. Dilkey

Representative mature works by both writers, including drama, epic, ballad, lyric and theoretical writings. (In alternate years. Offered in 1974-75.)

38 FROM ROMANTICISM TO 1848 S

Mr. Kling

German drama during the first half of the 19th century (Kleist, Grillparzer, Grabbe, Buchner, Hebbel), and a study of the lyric and prose of Heine and "Young Germany." (In alternate years. Offered in 1973-74 in Vienna.)

39 THE GERMAN NOVELLA FROM TIECK TO HAUPTMANN F Mr. Radandt

The particular form of the novella and its development in the 19th century. (In alternate years. Offered in 1974-75.)

40 MODERN GERMAN FICTION AND POETRY W

Mr. Kling, Mr. Radandt

The shorter prose works by Mann, Kafka, Musil, Grass, and the poetry of Hofmannsthal, Rilke, George, and Benn. (In alternate years. Offered in 1973-74.)

41 ADVANCED CONVERSATION

Development of the linguistic facility for concepts and ideas in the spoken foreign language. Training in usage of sophisticated language patterns and of common locutions. Study of synonyms. (Normally offered in Vienna.) Prerequisite: German 24.

44 CREATIVE COMPOSITION AND STYLISTICS

Writing and revision of expository and imaginative prose compositions. Analysis of style in selected German writers. (Normally offered in Vienna.) Prerequisite: German 24 or equivalent.

45 SEMINAR F

Intensive investigation of a significant problem or period or of the works of one author. Appropriate topics include a study of Faust or the German Lied. (In alternate years. Offered in 1974-75.)

49 GERMAN LITERATURE IN TRANSLATION F

Mr. Kling, Mr. Radandt

Development of the novel after 1800, particularly 20th century novelists. (In alternate years. Offered in 1973-74.)

Linguistics

25 DESCRIPTIVE LINGUISTICS F

Mr. Garneau

Principles and techniques of descriptive linguistics as seen through different schools of linguistics from structuralism to modern transformational and stratificational theories. Taught in English.

26 ROMANCE PHILOLOGY S Mr. Berg

Evolution of the Romance Languages from Latin with emphasis on French, Spanish, and Italian. Basic knowledge of one Romance Language required. Taught in English. (In alternate years. Offered in 1973-74.)

Russian

11a,b,c BEGINNING RUSSIAN

Structural approach to Russian pronunciation, grammatical patterns, and elementary composition. Reading and classroom work supplemented by lab exercises. In 11c, insight into the structure of Russian with emphasis on reading and discussion of graded selections from Russian literature. (Not currently offered)

20 READINGS IN RUSSIAN LITERATURE F Mrs. Zuze

Reading of representative selections in prose and poetry at an intermediate level of difficulty. Free and controlled conversation and composition.

22 READINGS IN RUSSIAN CIVILIZATION W Mrs. Zuze

Survey of historical, social, and cultural developments in Russia. Audio-visual material and reading selections of moderate difficulty.

Spanish

11a,b,c BEGINNING SPANISH FWS
Mr. Berg, Mr. Speros
Basic language techniques and psychology of the language. Classroom and lab work. Graduated reading materials and discussion introduce mores of Spanish-speaking cultures.

20 SPANISH READINGS AND DISCUSSION F
Mr. Berg, Mr. Speros
Expository and literary prose and poetry of moderate difficulty. Class discussions and free expository composition at an intermediate level.

21 CONVERSATION W
Mr. Berg, Mr. Speros
Common idiomatic expression in everyday Spanish. Emphasis on oral expression and comprehension. Prerequisite: Spanish 20.

22 SPANISH READINGS AND ANALYSIS S Mr. Berg, Mr. Speros
Further insight into the personality of Spanish-speaking people through essays and other works of statesmen, educators, economists, philosophers, sociologists, and men of letters.

23 INTRODUCTION TO SPANISH LITERATURE F Mr. Speros
Some representative works of the major trends, movements and themes in Spanish literature. Designed to familiarize students with basic methodological aspects of literary analysis and to provide perspectives for literature courses which follow.

24 COMPOSITION AND CONVERSATION F
Mr. Berg, Mr. Speros
Intensive training in oral and written expression. Emphasis on idiomatic expression and translation. Prerequisite: Spanish 22 or equivalent.

26 SPANISH CIVILIZATION F
(Offered only in Madrid)
Aspects of Spanish civilization touching on historical, artistic, political, physical, and racial influences which have molded the Spanish culture. (Not offered in 1973-74.)

27 SPANISH-AMERICAN CIVILIZATION
(Offered only in Mexico)
Aspects of Spanish-American civilization touching on historical, artistic, political, physical and racial influences which have molded Spanish-American cultures. (Not offered in 1973-74.)

28 SPANISH LITERATURE FROM BEGINNINGS TO 1681 W
Mr. Speros
Major works from El Cid during height of the Moorish period to end of the Golden Age. Special emphasis on Cervantes, Lope de Vega, and Calderon de la Barca. (In alternate years. Offered in 1974-75.)

29 SPANISH LITERATURE FROM 1700 TO PRESENT S Mr. Speros
A literary approach to history of Spain with reading of representative works from 1700 through present day. (In alternate years. Offered in 1974-75.)

30 SPECIAL STUDIES S Mr. Speros
One author, one theme in literature or a group of works studied in depth, be it Peninsular-Spanish or Spanish-American literature. May be repeated for credit. Spring 1973-74: Rebel and Social Protest.

31 SPANISH-AMERICAN LITERATURE FROM BEGINNINGS TO 1860
Literature resulting from conquest of the Aztecs, Incas, and Araucans; study of works from Colonial Period through first half of the 19th century. (Offered as required.)

32 SPANISH-AMERICAN LITERATURE FROM 1860 TO PRESENT
Post-romantic writers, poesia gauchesca, Modernism, Realism; recent literary trends from 1910 to the present. (Offered as required.)

33 PHONETICS AND PHONOLOGY W
Mr. Berg
Spanish articulatory phonetics and its application to the phonological structure of the language: vowels, consonants, intonation patterns and regional differences. Corrective exercises for pronunciation difficulties; phonetics as a teaching device. (In alternate years. Offered in 1974-75.)

34 MORPHOLOGY AND SYNTAX W
Mr. Berg
Major areas in the grammatical structure of Spanish that have greatest psychological variation from the English structure. (In alternate years. Offered in 1973-74.)

35 CONTEMPORARY DRAMA OF SPAIN F Mr. Speros
From Federico Garcia Lorca through the present day. (In alternate years. Offered in 1973-74.)

36 SPANISH NOVEL F Mr. Speros
The Spanish novel during the 19th and 20th centuries with emphasis on Realism, Regionalism, the Generation of '98. Modernism and contemporary prose. (Offered in 1974-75.)

37 CONTEMPORARY POETRY OF SPAIN F
From Federico Garcia Lorca through the present day. (In alternate years. Offered in 1973-74 in Madrid only.)

41 ADVANCED CONVERSATION F
Development of the linguistic facility for concepts and ideas in the spoken foreign language. Training in usage of sophisticated language patterns and of common locutions. Study of idioms and synonyms. Prerequisite: Spanish 24. (Offered only in Madrid in 1973-74.)

44 CREATIVE COMPOSITION AND STYLISTICS F or S Mr. Speros
Assumes solid foundation in the elements of grammar and in basic writing. Critical literary and stylistic analysis of prose and poetry. Analysis of creative composition incorporating the principles of style. (Offered in 1974-75.)

45 SEMINAR FWS Mr. Speros
Intensive investigation of a movement, one work, or an author. Fall 1973-74. Seminar on Cervantes. (Offered only in Madrid.) Winter 1973-74 Seminar on Federico Garcia Lorca.

GEOGRAPHY

11 PRINCIPLES OF GEOGRAPHY S
An introduction to geography including a study of land, water, air, the distribution of plant and animal life, man and his industries and the interrelations of these factors. (In alternate years. Offered in 1973-74.)

HISTORY

Professors Pese, Sproat (Chairman), Zilversmit; Associate Professors Grossman, T. Moodie; Lecturer C. Moodie; Instructors ‡Slaughter, Ticknor

Because history is a humanistic study as well as a social science, the Department of History offers preparation to individuals intent upon almost every career and profession. While the department especially offers a sound undergraduate foundation for students who wish to continue their study in graduate schools, it seeks to help students sharpen their critical faculties for any future calling.

While maintaining a strong core of offerings in European and American history, the department has opened up new areas and methods of historical inquiry. The department's offerings in Russian, African, and Far Eastern history are complemented by a series of courses experimenting with new approaches to history. Among the latter are courses in psycho-history, history and literature, and oral history. An area of particular interest to the department is the history of the North Shore region where the College is located. A project to record the history of this district is presently being developed, and when established it will provide advanced students the opportunity to participate directly in a significant historical enterprise. Similarly, because of its location near Chicago, the department offers field work in urban history.

Students majoring in history are expected to complete one course in the series of special studies (History 10), History 11b, and History 12a or 12b by the end of their sophomore years; they are also expected to complete a junior colloquium (which will introduce students to basic historiography and methodology) before undertaking advanced work. In addition, they are required to take at least one course outside the areas of modern European and American History (e.g., African, Russian, Medieval History) and at least two courses at the 30 or 40 level. Participation in a senior seminar is strongly recommended for students planning to attend graduate school. The department takes special interest in encouraging senior thesis work leading to the awarding of the degree with honors.

‡Part-time teaching, 1973-74

10 SPECIAL STUDIES — NEW APPROACHES TO HISTORY

Colloquia designed to introduce a variety of innovations in the study of history. Topics vary according to instructor and student interest. Enrollment limited. Admission arranged with individual instructors; preference to freshmen and sophomores.

TOPICS FOR 1973-74

10-1 PSYCHOHISTORY W
Mr. Grossman

Methods and assumptions of modern psychology and psychoanalysis as applied to the study of history and biography.

10-2 HISTORY AND LITERATURE S
Mr. Moodie

Social history of Europe in the 19th century as seen through imaginative literature. Examination of social conditions and social change through readings: Balzac, Dickens, Zola.

10-4 REGIONAL, LOCAL AND FAMILY HISTORY W Mr. Sproat

The study of "people history" through records and experiences of families and individuals. Theory and method of oral and family history plus field work in area.

10-5 WAR AND SOCIETY IN EUROPE, 1914-1918 W Mr. Moodie

The consequences to European civilization of World War I.

11a EUROPE FROM REFORMATION TO REVOLUTION F Mr. Grossman

Political, social, and intellectual developments shaping modern Europe.

11b MODERN EUROPE, 1815-1929 FS
Mr. Moodie

Political and industrial transformation of 19th century Europe and the intellectual responses thereto; the First World War and the end of the European era.

11c EUROPE IN THE ERA OF WORLD WAR II W Mrs. Moodie

The Great Depression, rise of fascism, diplomatic tensions, World War II and its consequences.

12a FOUNDATIONS OF THE AMERICAN REPUBLIC F Mr. Zilversmit

The United States from the Revolution through Reconstruction. Development from an underdeveloped new nation into a powerful national entity.

12b MODERN AMERICA S
Mr. Sproat, Mr. Ticknor

America's response to industrialism and its new role in foreign affairs. (Not open to students who have taken History 22b.*)

20 SPECIAL STUDIES IN HISTORY

TOPICS FOR 1973-74

20-2 IMPERIALISM W

Examination of selected problems in imperialism. Discussion of selected readings. (Not offered in 1973-74.)

20-3 UNION OR DISUNION W

The controversy, North and South, concerning the nature of the Federal union from 1850 to 1877. Permission of instructor. (Not offered in 1973-74.)

20-4 PROBLEMS OF MARXISM W
Mr. Pese

Selected problems of the theory and practice of Marxism from the Communist Manifesto to Mao. Reading of selected works. Permission of instructor.

20-5 ADOLF HITLER W Mr. Pese

Selected aspects of the personality and ideology of Hitler. Selected readings. Permission of instructor. Prerequisite: History 38 or permission of instructor.

20-6 STUDIES ON REVOLUTION W
Mr. Moodie, Mr. Zilversmit
Reading and discussion of works dealing with the French and American revolutions of the late 18th century, focusing on a comparison of the two experiences. Prerequisite: History 11a or 11b or 12a.

21 THE ANCIENT WORLD S
Mr. Grossman
Early civilizations of the Nile and Tigris-Euphrates River valleys; Greek civilization and its Roman heritors; origins and early development of the Christian church. (Not open to students who have taken History 31a or b.*)

23a HISTORY OF THE ENGLISH NATION F Mr. Pese
The rise of English national life and institutions, cultural and intellectual developments until the Stuarts (Not open to students who have taken History 33a.*)

23b THE HISTORY OF THE BRITISH EMPIRE S Mr. Pese
Britain and her imperial expansion until 1914. (Not open to students who have taken History 33b.*)

24 HISTORY OF RUSSIA F Mrs. Moodie
Survey of political, social, and intellectual history of Russia from the end of the medieval period to the fall of Khrushchev. Special focus on the origins and results of the revolutions of 1917.

25 MODERN EAST ASIA F
The rise of modern China and Japan and their relations with the Western world. (Not open to students who have taken History 35a or b.* Not offered in 1973-74.)

26a DAWNING OF THE MIDDLE AGES F
Mr. Grossman
Division of the ancient world into the civilizations of Islam, Byzantium, and Latin Christendom; origins and development of feudal society, and beginnings of the economic revival.

26b THE HIGH MIDDLE AGES W
Mr. Grossman
Origins of the European political order; the medieval intellectual tradition; the crisis of the 14th and 15th centuries.

27 HISTORY OF AFRICA F Mr. Mojekwu
A survey of the social and political history of the people of Black Africa to the beginning of the colonial era. (Also offered as Politics 21.) Prerequisite for term in Africa.

28a MAKING OF BLACK AMERICA F
Survey of the experience of black people within the United States from the period of forced migration through the Age of Accommodation.

28b BLACK AMERICA IN TRANSITION S
Survey of the experience of black people within the United States from the Age of Accommodation through the New Nationalism of the present. (Offered 1973-74.)

29 ETHNICITY IN AMERICAN HISTORY W Mr. Sproat
Immigration, ethnicity, and Americanization as factors in the development of the United States. Prerequisite: History 12b.

30 JUNIOR COLLOQUIA
Introduction to basic historiography and methodology. Permission of instructors; preference to juniors and seniors.

TOPICS FOR 1973-74

30-1 SOCIAL AND ECONOMIC DEVELOPMENT OF EUROPE F
Mr. Moodie
Topics in the social and economic history of Europe since the industrial revolution. Prerequisite: History 11b.

30-2 ORDER AND DISORDER IN AMERICAN HISTORY S
Mr. Sproat
Nature and effects of social change in the United States, as examined through selected events and conditions in the American past. Prerequisite: History 12a or 12b.

31 THE AMERICAN ECONOMY F
Mr. Ticknor
Economic growth of the United States from colonial times to the present. Prerequisite: permission of instructor. (Not open to students who have taken History 23.*)

32 COLONIAL AMERICA F Mr. Sproat
The European colonial empires in the Americas. Emphasis on the transformation of the English colonies into a new American society, but consideration also of the Spanish, Portuguese, and French colonies.

33 FEMINISM AND WOMEN'S LIBERATION W Mrs. Moodie
Examination of the place of women in 19th and 20th century European and American society and of the various types of movements for change. (Not offered in 1973-74.)

34a THE CITY IN HISTORY F Mr. Ticknor
An overview of urban history with particular emphasis upon placing the American city within its economic and cultural context.

34b MODERN URBAN HISTORY S
Mr. Ticknor
The modern American city and its problems, viewed in historical perspective. Some field work in the Chicago metropolitan area. Prerequisite: History 34a or permission of instructor.

36 HISTORY OF AMERICAN EDUCATION W Mr. Zilversmit
A survey of significant themes in American educational history, dealing with both formal and informal methods of education. Emphasis on the era of progressive education.

37 THE CROWD IN THE FRENCH REVOLUTION W Mr. Moodie
Role of the "inarticulate masses" — the sans culottes — in refashioning French revolutionary politics in the period 1789 to 1794. Prerequisite: History 11a or 11b. (Not offered in 1973-74.)

38 HISTORY OF MODERN GERMANY F
Mr. Pese
Historical development of Germany from Bismarck to the present. Prerequisite: History 11b or 11c.

41a AMERICAN THOUGHT: THE EARLY YEARS F
Mr. Zilversmit
Roots of American thought; emphasis on Puritanism, the Great Awakening, the political ideology of the Revolution and its transformation in the early 19th century. Prerequisite: History 12a.

41b AMERICAN THOUGHT: THE MODERN ERA
Mr. Zilversmit
The ideological response to the Darwinian Revolution and the new industrialism. Prerequisite: History 12b. (Not open to students who have taken History 41a.)

42 TOPICS IN CONTEMPORARY EAST ASIA W
Intensive study of crucial problems. Prerequisite: History 25. (Not offered in 1973-74.)

43 THE SOVIET EXPERIENCE S
Mrs. Moodie
The Russian Revolution and the society it created; attention to political and social history, ideological debates, the roles of Lenin and Stalin. Prerequisite: History 24.

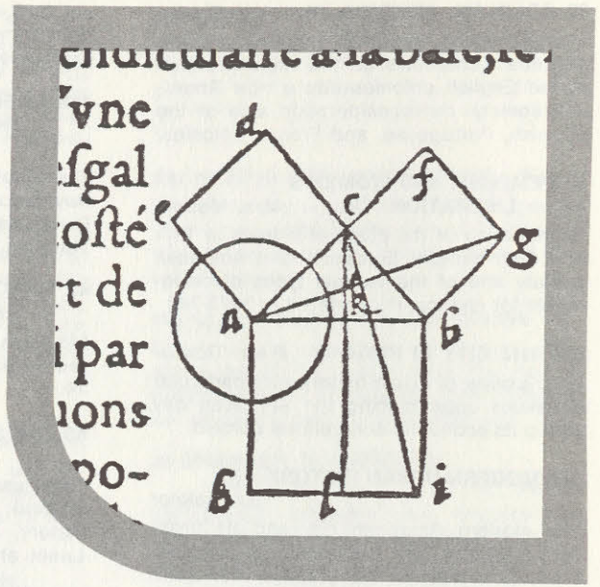
45 SEMINAR IN AMERICAN HISTORY F
Mr. Sproat
1973-74: The United States and the Second World War.

46 SEMINAR IN EUROPEAN HISTORY S
Mr. Moodie
(Not offered in 1973-74.)

47 LITERATURE AND DISSENT IN MODERN RUSSIA S Mrs. Moodie
Examination of important themes in Russian intellectual and social history. Emphasizes interpretations of Russian history and of Russia's relation to Western Europe. Prerequisite: History 24* or History 34a, b.* (Not offered in 1973-74.)

48 EUROPEAN THOUGHT S Mr. Pese
The impact of significant trends in European thought since 1700: changes in the scientific climate and in cosmological concepts; development of the Social Contract theories in Hobbes, Locke, and Rousseau; the rise of laissez-faire ideology, Marxism and Leninism; Darwinism; Freudian psychology. Prerequisite: permission of instructor.

*Equivalent course under former numbering system.



MATHEMATICS

Professors Shively (Chairman), Troyer; Associate Professor Smith;
Assistant Professors Cochran, Packel; Instructor Bopp

The Mathematics Department has a flexible program of courses both for students who wish to concentrate in mathematics and the sciences and for those whose major interests are in humanities and social sciences.

Students chosen for the Honors sections complete the minimum requirements for the major in two rather than the usual three years. Advanced courses and independent study may then be started as early as the junior year.

Mathematics 15 and 16 constitute a two term sequence designed especially for students in the humanities and the social sciences. These two courses provide non-science majors with a background in modern mathematics which their respective disciplines require. No previous college mathematics is required as a prerequisite.

The Department of Mathematics uses all the facilities of the College Computer Center to integrate computer science and computer techniques into its courses. The Computer Center consists of a new PDP 11 computer with time sharing capabilities along with the usual peripheral equipment. The computer is used as a tool for the numerical solution of problems, and is utilized to augment the understanding of concepts and principles. It is also used for student and faculty research. A strong minor in computer science may be built around a core of courses consisting of Mathematics 17, 27, 34, and various independent study projects.

The minimum requirements for a major in mathematics consist of Mathematics 12a, b; 21a, b, c; 35a, b plus one additional course numbered 30 or above. A two course sequence outside of mathematics is required in which mathematics is used as a tool; this requirement will normally be completed by taking two courses in the Physics 12 series. In addition a reading knowledge of one foreign language is strongly recommended. Students who plan to enter graduate school to seek advanced degrees in mathematics almost certainly will complete Mathematics 41a, b; 45, and additional electives.

Mathematics 11, 14-17 may not be counted toward the major.

10 PROBLEMS SEMINAR IN ACTUARIAL SCIENCE W

An intensive 3½ week problem solving seminar to prepare qualified students for the actuarial examinations. Subject matter covered in 1973-74 will be that of Examination Number 3 administered by the Society of Actuaries. Permission of instructor.

11 ELEMENTARY FUNCTIONS F

Properties of functions with emphasis on polynomial, exponential, logarithmic, and trigonometric functions. Analytic geometry.

12a CALCULUS I FW

The calculus of functions of one variable. Limits; continuity, differentiation and applications; a brief introduction to integration. Prerequisite: 3½ years of high school mathematics.

12b CALCULUS II S

The calculus of functions of one variable. Integration, infinite series, introduction to differential equations. Prerequisite: Mathematics 12a.

12Ha HONORS CALCULUS I F

Theory and applications of the calculus of functions of one variable. Limits, continuous functions, differentiable functions, and their applications. Permission of instructor.

12Hb HONORS CALCULUS II S

Theory and applications of the calculus of functions of one variable. Integrable functions, infinite series, and introduction to differential equations. Permission of instructor.

12Hc LINEAR ALGEBRA W

Theory and application of vector spaces with emphasis on the vector spaces R^2, R^3, R^n. Linear independence, bases; dimension; the scalar product; lines and planes in R^3; systems of linear equations; linear transformations and matrices. Permission of instructor.

14 ELEMENTARY MATHEMATICS FOR HIGH SCHOOL TEACHERS

Logic; sets; functions; number systems and their properties. Introduction to transformation geometry. (Offered at Barat College in 1973-74.)

15 INTRODUCTION TO PROBABILITY THEORY AND STATISTICAL INFERENCE F

Designed for students in the social sciences. Finite probability theory, distributions, sampling, correlation and regression, Chi square and other tests of significance. Emphasis on the use of the computer as a tool and on applications to a variety of disciplines.

16 FINITE MATHEMATICS WITH APPLICATIONS S

Mathematical topics as needed to build and solve mathematical models of situations in the life, social, and managerial sciences. Finite sets; permutations and combinations with applications to probability theory; vectors, matrices and linear programming; game theory; computing.

17 INTRODUCTION TO COMPUTER SCIENCE FW

The BASIC programming language, algorithms, and problem solving. Practical and theoretical exposure to computing concepts. Includes applications and examples from the humanities, social sciences, and physical sciences.

18 ELEMENTARY GEOMETRIC TOPOLOGY W

Networks: three houses and utilities puzzle, Knights tours, Konigsberg bridge problem, four color problem. Surfaces: sphere, torus, Klein bottle, Mobius band, classification problem, Eulers formula. Three dimensional spaces: knots, links, toroids, braids.

19 MATRIX THEORY AND APPLICATIONS W

Operations with matrices: addition, multiplication, transpose, inverse; special matrices; solutions to systems of linear equations using elementary matrix operations; applications of matrices to problems in other fields. Prerequisite: Mathematics 12a or permission of instructor. (Not offered in 1973-74.)

21a,b,c LINEAR ALGEBRA AND MULTIVARIABLE CALCULUS FWS

Linear algebra, multiple integration and partial differentiation, Stokes and Green's theorems. A transition from elementary calculus to functions of real variables. Prerequisite: Mathematics 12a,b.

21Ha,b,c HONORS MULTIVARIABLE CALCULUS WS

Theory and application of functions of several variables. Derivatives, vector calculus, real valued functions, multiple integration, vector field theory. Permission of instructor.

22 DIFFERENTIAL EQUATIONS W

Techniques of solving ordinary differential equations including infinite series methods. Properties of linear systems and their interplay with vector space theory. Applications of differential equations. Prerequisite: Mathematics 12b.

25 NUMBER THEORY S

Mathematical induction, divisibility properties of integers, prime numbers, congruences. Prerequisite: Mathematics 12b or permission of instructor. (Not offered in 1973-74.)

27 TOPICS IN COMPUTER SCIENCE S

Varied computer topics which may include machine and assembly language, computer logic and design, data structures, sorting and searching, compilers, and a survey of current computers and languages. Prerequisite: Mathematics 17 or permission of instructor.

29 HISTORY OF MATHEMATICS W

A survey of the important concepts of mathematics from the time of the Babylonians to the present. Emphasis on contributions of the most prominent individuals associated with the development of mathematics. Permission of instructor.

33 TOPICS IN ANALYSES

Functions of complex variables, Fourier series, integral transforms, special functions and partial differential equations of mathematical physics. Prerequisite: Mathematics 21a or permission of instructor. (Not offered in 1973-74.)

34 NUMERICAL ANALYSIS F

Linear and polynomial interpolation, finite differences, matrix methods. Solution of equations and systems of equations. Numerical differentiation, integration, and solutions of differential equations. Algorithms and computer applications. Prerequisite: Mathematics 21a or permission of instructor.

35a,b ALGEBRA FS

Set theory, groups, rings, integral domains, fields, linear algebra. Prerequisite: A grade of "C" or better in Mathematics 21a or 12Hc, or permission of instructor.

36 GEOMETRY F

Selected topics from affine, Euclidean, non-Euclidean, projective and differential geometry. Prerequisites: Mathematics 35a or permission of instructor.

37 MATHEMATICAL PROBABILITY S

Discrete and continuous probability. Distributions, the law of large numbers, the central limit theorem, random variables, generating functions. Prerequisite: Mathematics 21a or permission of instructor.

41a,b INTRODUCTION TO TOPOLOGY AND MODERN ANALYSIS

General topology. Also such topics as functional analysis, measure and integration, and differential geometry. Prerequisites: Mathematics 35a,b, and a grade of "C" or better in Mathematics 35b, and permission of instructor. (Not offered in 1973-74.)

45 SEMINAR

(Not offered in 1973-74.)

PHILOSOPHY

Associate Professors Hansen (Chairman), Lessing; Assistant Professors ◆Gean, Patel; Instructor J. F. Smith

Philosophy, "the loving pursuit of wisdom," is vitally related to many human activities. Some philosophers challenge and clarify assumptions that underlie beliefs, institutions, and behavior. Others are concerned with the meaning of human existence as revealed through significant experiences. Whether dealing with "academic" issues or deeply felt personal and social trials, they strive for truth through critical and speculative thinking marked by logical coherence, clarity, enlightenment, and authenticity.

The department emphasizes issues and techniques in attempting to help students develop a philosophic approach to their immediate situation, to their long range goals, and to the thoughts and actions of other human beings in the past, present, and future. Many courses are meant to serve all majors and be relevant to all modes of college and post-college life.

Most courses numbered 20 and above are open to students who have taken only Philosophy 11, 12, 13, 14, or 15 (and in special cases this prerequisite may be waived by the instructor and chairman). Detailed descriptions and reading lists are posted on the departmental bulletin board prior to the term in which the courses are offered. Past syllabi and final examinations are available for perusal in Plato's Pit (Reid 208).

Majors normally must take Philosophy 20a,b, and c. No more than two of the courses numbered below 20 may be counted toward fulfilling the minimum of eight required for the major.

◆ Leave of absence, 1973-74

11 PHILOSOPHICAL THINKING FS
Mr. Hansen, Mr. Lessing

What kinds of problems do philosophers deal with? Where does one draw the line between philosophy and other ways of discovering truth such as science and religion? What is the value of philosophy? Questions discussed in conjunction with reading of Western "classics": Plato, Descartes, Berkeley, Hume, Bergson, and Ryle.

12 THE INDIVIDUAL AND SOCIETY WS
Miss Smith

Philosophical responses to the question, "What is the basis of socio-political organization?" Do people naturally group or is human nature basically anarchistic, antagonistic to social structure? Readings in Rousseau, Hobbes, Mill, Marx, Luxemburg, and anarchist thinkers.

13 REAL AND IDEAL F Mr. Patel

What kind of realities can be molded to human ideals? Which of these ideals have a realistic basis? How are ideals justified? In relation to the thought of such philosophers as Plato, Schopenhauer, Santayana, Royce, Russell, and Radhakrishnan.

14 HUMAN LAW S Mr. Patel

Are laws best understood as expressions of values, knowledge, prejudices, or realities? Do laws primarily codify the status quo or aim at changing human affairs? On what basis can we determine that laws are just or unjust? Philosophical implications. Actual case studies.

15 ETHICAL DECISION W Mr. Lessing

An introduction to existential ethics, dealing with the nature of choice, the basis for decision, contexts of ethical life, the possibility of defining good/bad and right/wrong, the problem of ambiguity and uncertainty, and the re-emergence of the will. Readings in Plato, Sartre, Rollo May, and others.

20a ANCIENT GREEK PHILOSOPHY F
Mr. Hansen

Nature of reality, knowledge, morality, and the ideal life traced from the pre-Socratics through Plato, Aristotle, and post-Classical thinkers to its emergence in medieval philosophy. Major focus: methods and worldviews of Plato and Aristotle.

20b RATIONALISM AND EMPIRICISM S
Miss Smith

17th and 18th century European Philosophers. The divergent positions of Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Hume culminating in the synthesis of Kant.

20c CONTINENTAL PHILOSOPHY: HEGEL TO BERGSON F
Mr. Lessing

Idealism, romanticism, existentialism, and vitalism. Readings in Hegel, Kierkegaard, Schopenhauer, Marx, Nietzsche, and Bergson.

21 SYMBOLIC LOGIC F Miss Smith

Deductive logic in propositional and predicate systems. Investigation of truth, validity, consistency, decidability, completeness, and their philosophic implications. Attention to logical form of ordinary language and scientific reasoning. Suited to students of philosophy, mathematics, sciences, and computer methods. No prerequisite.

22 PHENOMENOLOGICAL STUDIES W
Mr. Lessing

Theory and practice of the phenomenological method demonstrated in case studies of individual lives (Van Gogh, Sartre, Marilyn Monroe) or particular experiences (dying, love, despair). No prerequisite. (In alternate years. Offered in 1973-74.)

23 MORAL INQUIRY S Mr. Patel

Problems concerning moral identity, action, and relativism. The scope and value of reason in moral inquiry explored in terms of historical traditions and the current moral climate.

24 PRAGMATISM AND NATURALISM S

Original philosophic thought in the United States in the latter 19th and early 20th centuries. Main themes of "classical American philosophy" through selected writings of Peirce, James, Royce, Dewey, Santayana, and Whitehead. (In alternate years. Offered in 1974-75.)

25 NIHILISM/PARADISE: PHILOSOPHY IN LITERATURE S Mr. Lessing

The significance of hopelessness and paradise as illuminated in works by Dostoevski, Euripides, Camus, DeSade, T.S. Eliot, Allen Ginsburg, and Gary Snyder.

26 PHILOSOPHIES OF INDIA F Mr. Patel

Identity of the self and the not-self. Classical systems of Hindu and Buddhist philosophies approached through central concerns of Indian thought. (In alternate years. Offered in 1974-75.)

27 ESTHETICS: REFLECTIONS ON ART W Mr. Hansen

Understanding the creative process, the nature of art works and appreciation, and the foundations of esthetic criticism. Critical examination of the theory that art expresses emotion. Discussion based on contemporary writings and student involvement in creating and perceiving art.

28 PHILOSOPHY OF RELIGION W
Mr. Patel

The complex and persistent force of religion in individual and social concerns examined in terms of mystical and numinous experiences, theistic and non-theistic religions, Eastern and Western conceptions of religion, the role of reason in religion, the power of religion to give meaning to human life. (In alternate years. Offered in 1973-74.)

29 FEMINISM: PHILOSOPHICAL ISSUES W Miss Smith

Topics: nature and basis of women's oppression; concept of rights in relation to women's situation; critique of "female nature" in Freud and contemporary psychology; goals of feminism; human liberation. No prerequisite.

30 DIALOGUE S Mr. Hansen

Traditional and non-traditional philosophic areas not covered elsewhere in the curriculum. Topics determined after consultation with students. Non-majors invited.

31 MODERN ENGLISH PHILOSOPHY S
Mr. Gean

Movements in England since 1900. Current topics in philosophy of mind, ethics, epistemology, and metaphysics discussed in relation to their treatment by Russell, Moore, Wittgenstein, Ryle, Austin, and Strawson. Prerequisite: Philosophy 20b or permission of instructor. (In alternate years. Offered in 1974-75.)

32 PHENOMENOLOGY AND EXISTENTIALISM S Mr. Lessing

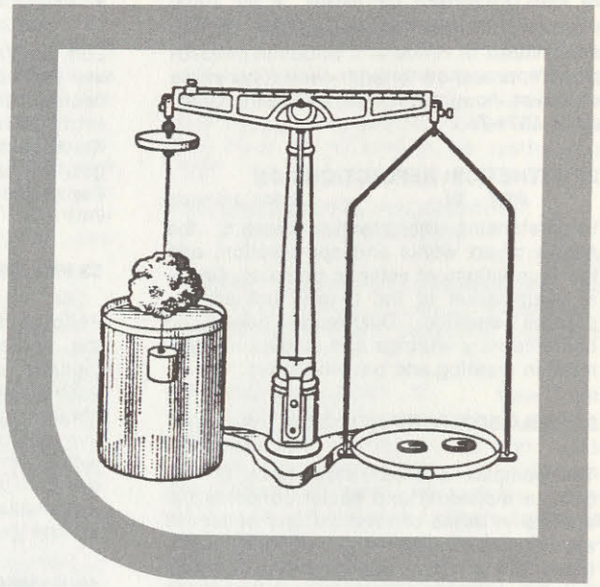
20th century Continental philosophers and the primacy of "lived existence" for reflecting on decision, suffering, absurdity, estrangement, and intimacy. Readings in Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, Camus, Jaspers, and Merleau-Ponty. (In alternate years. Offered in 1973-74.)

33 PHILOSOPHY OF SCIENCE F
Mr. Gean

Philosophical problems in understanding the character of scientific explanations, theories, and laws; similarities and differences between natural, social, and psychological sciences; and science as creative human activity. Opportunity for individual emphasis on one science. Recommended preparation: one year of college-level natural or behavioral science. (In alternate years. Offered in 1974-75.)

40 SYMPOSIUM F Miss Smith

Seminar primarily for junior and senior majors, though open to non-majors with the instructor's permission. Special topic chosen for each year after consultation with majors.



PHYSICS

Professors Donnally (Chairman), †Faber, Jeong; Assistant Professors Frederick, Owens

Physics is an important part of the total of modern man's knowledge. Study provides insight into this role of physics in the continuing development of our culture with respect to both the external environment of man and the development of contemporary thought.

Physics 12 is the introductory sequence which should be taken by those students majoring in the physical sciences and by those students who desire a more detailed quantitative study of physical principles and phenomena.

Courses numbered 14 through 19 are topical courses designed for students not majoring in the sciences who want to explore physical principles on a less detailed level and with some attention to the relation of physics to other human endeavors.

The major includes 12a,b,c and 21. Courses numbered from 14 through 20 will not normally count toward the major requirements in physics, but in special cases, such as a late decision to major in physics, exceptions may be made to this rule by the department chairman.

†Sabbatical leave of absence, 1973-74

12a GENERAL PHYSICS F

Newton's laws of motion, conservation of energy and momentum. Types of motion treated include: translation, rotation, oscillation. Traveling and standing waves in strings, rods, springs, and pipes. Four lectures, one lab per week. Prerequisite or corequisite: Mathematics 12a.

12b GENERAL PHYSICS W

Length, time, and mass transformations. Relativistic energy. Temperature and heat measurement, the ideal gas laws, laws of thermodynamics, kinetic theory, heat engines. Geometrical optics of mirrors and lenses. Optical instruments. Interference and diffraction of light. Daily lectures; lab. Prerequisite: Mathematics 12a, Physics 12a.

12c GENERAL PHYSICS S

Electric and magnetic fields. Circuit elements in both DC and AC circuits. Electromagnetic waves. Atomic spectra, Bohr theory, photoelectric effect, Compton effect, uncertainty principles, and matter waves. Four lectures, one lab per week. Prerequisite: Mathematics 12a and Physics 12a.

14 SPACE, TIME, AND MOTION

The revolutionary views of the world put forth by Galileo, Newton, and Einstein. Four hours of lectures, one lab per week.

15 ELECTRICITY

Charges at rest and in motion. Electrical circuits, electrostatics, magnetic phenomena. The work of Faraday, Oersted Coulomb and others. Four lectures, and one lab per week. Prerequisite: Physics 14.

16 LIGHT, SOUND, AND THE WORLD OF WAVES

Behavior of waves, including water, sound, and radio waves, and light. Optics of lenses and mirrors. Musical instruments. Daily lectures; lab.

17 THE MICROWORLD

Atoms and subatomic particles and how we have studied them. The strange attributes of this invisible world such as the uncertainty principle, which affect the structure of the world we see. Prerequisite: Physics 14.

18 THE ENERGY CRISIS

How can the world's growing demand for energy by satisfied? Merits of present and proposed energy conversion methods: Problems with regard to environmental degradation, distribution, storage, cost, availability.

19 ASTRONOMY AND COSMOLOGY

The solar system and planetary motion, the nature and evolution of stars, star clusters, and galaxies; and the structure and origin of the universe. Four meetings per week; observations as weather permits.

20 THE PHYSICS AND THE ART OF PHOTOGRAPHY W

Mr. Donnally, Mr. Croydon

Creative use of the photographic medium along with study of appropriate scientific principles and aesthetic values. Works of influential photographers and important photographic themes will be analyzed. (Also listed as Studio Art 20.)

21 ATOMIC AND NUCLEAR PHYSICS F

The structure of atoms and nuclei from the viewpoint of theory and experiment, including an introduction to the quantum theory. Nuclear reactions and models of the nucleus. Elementary particles. Four lectures, one lab per week. Prerequisite: Physics 12b and c, and Mathematics 12a.

23 THERMODYNAMICS W

Fundamental ideas of temperature, heat, equilibrium, and entropy. Primarily macroscopic, but with some emphasis on the microscopic; statistical basis of thermodynamics. Prerequisite: Physics 12b and Mathematics 12c. (In alternate years. Offered in 1973-74.)

24 ELECTRONICS

Transistors, diodes, and their application in electronic circuits. Amplifiers, oscillators, logic circuits, computing circuits. Electronic instruments and measurements. Four lectures per week; lab. Prerequisite: Physics 12c.

25 ANALYTICAL MECHANICS S

Mathematical physics in the field of mechanics. Mechanics of single particles, systems of particles, rigid bodies, vibrations and wave motion. Prerequisite: Mathematics 12a,b,c and Physics 12a.

31a,b ELECTRICITY AND MAGNETISM FS

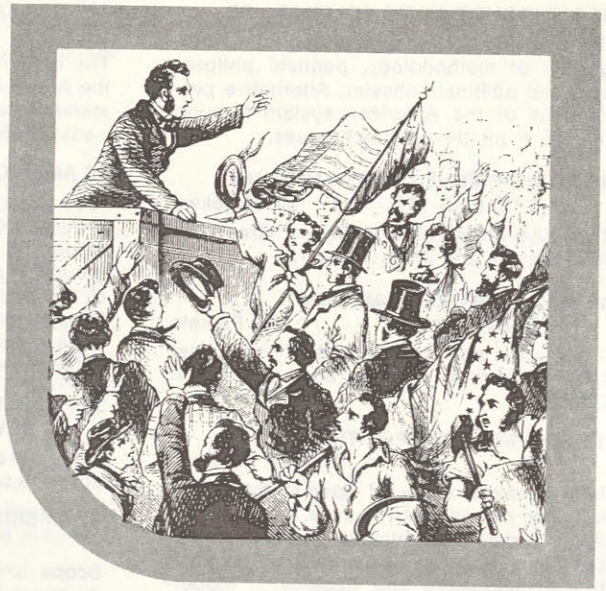
Electrostatics and solutions of electrostatic problems. Microscopic theory of dielectrics. Magnetic field of a steady current and the microscopic theory of magnetic properties of matter; Maxwell's equations; radiative phenomena; electrodynamics and elements of modern optics. Four lectures, one lab per week. Prerequisite: Physics 21.

41 ADVANCED ANALYTICAL MECHANICS W

Emphasis on generalized coordinates. Newtonian, Lagrangian, and Hamilton-Jacoby theories in mechanics. Prerequisite: Physics 25 and Mathematics 21a. (In alternate years. Offered in 1974-75.)

42a,b QUANTUM MECHANICS FS

Formal, deductive approach to the quantum theory, with applications to atoms, molecules, and solids. Five classes per week for 42a. Four classes, one lab per week for 42b. Prerequisite: Physics 21 (or permission of instructor) and Mathematics 21a.



POLITICS

Associate Professors †Galloway, Mojekwu; Assistant Professors Fischer (Acting Chairman), Cohler, Rosch, Zemans; Instructors Nelson, Pinkele

In a democracy, a knowledge of government and politics is essential to the performance of good citizenship. Democracy can work only if the people assume their share of working at it with understanding and with patience. Thus part of the requirement for students majoring in politics is an understanding of American national politics, of constitutional law or civil liberties, and urban politics. Besides American politics, there are three additional divisions of the major. Students must take one of the comparative government courses in order to become familiar with the political and legal institutions and processes of other countries. Students must also take the course in world politics to understand how values are allocated in a system where there is no single government or state. And students of politics must grasp the thought of major political philosophers down through the ages for they enliven our understanding of the ways to think about the perennial questions of politics.

Those who are interested in the study of politics for career preparation will find a major in politics sound training for government service, journalism, business, and, of course, practical politics. Many politics majors attend law school or graduate programs in political science or business administration.

The major includes as a minimum Politics 11; 15 or 16; 31, 32, 39; or 33 a or b; 35. Politics 11 is a prerequisite for all courses in the department unless waived by the instructor and the chairman. With the permission of the chairman, students may meet some of their requirements through independent studies or internships.

†Sabbatical leave of absence, 1973-74

11 INTRODUCTION TO POLITICS FS

Basic political concepts through the integration of methodology, political philosophy, and political behavior. Alternative perceptions of the American system through the use of multi-media techniques.

15 COMPARATIVE CONSTITUTIONAL SYSTEMS FS Mr. Mojekwu

The government and politics of Great Britain, France, and West Germany.

16 COMPARATIVE COMMUNIST SYSTEMS FS Mr. Pinkele

Totalitarian political systems of the Soviet Union, Eastern Europe, and Communist China.

17 NON-WESTERN POLITICS W Mr. Mojekwu

Individualized study of special topics relating to non-Western nations in Africa and Asia. Topics may include "Economic Imperialism and Neo-Colonialism," "Industrial Development and Ecology," "Modernization and Social Change." Prerequisite: Permission of instructor.

21 GENERAL SURVEY OF AFRICAN HISTORY F Mr. Mojekwu

A survey of the social and political history of the peoples of Black Africa to the beginning of the colonial era. (Prerequisite for Politics 22 and 44 and for term abroad in Africa.)

22 GOVERNMENT AND POLITICS OF SUBSAHARAN AFRICA S Mr. Mojekwu

An examination of the emergence of new nations from colonial status; the problems of nation-building. Prerequisite: Politics 21 or permission of instructor.

23 POLITICAL PARTIES S Mr. Fischer

American parties, pressure groups, and electoral problems.

24 THE PRESIDENCY S Mr. Fischer

An analysis of the executive in national government.

26 AGGRESSION AND POLITICS W Mrs. Zemans

Biological, psychological, and sociological theories of aggression as related to selected political problems.

27 THE LEGISLATIVE PROCESS W Mrs. Zemans

The organization and roles of Congress in the American political system. Comparative material on state legislatures and foreign parliaments also will be examined.

28 AMERICAN FOREIGN POLICY Mr. Galloway

The roles of culture, history, the separation of powers, and various elites and interest groups in making foreign policy; problems of morality, rationality, and the national interest; chronological survey of various issue areas since World War II. (Not offered in 1973-74.)

30 PROBLEMS OF COMMUNIST DEVELOPMENT W Mr. Pinkele

Paths towards modernization in Communist states; a special focus on land reform.

31 AMERICAN CONSTITUTIONAL LAW F Mrs. Zemans

Scope and distribution of powers in the American Federal system.

32 CIVIL LIBERTIES S Mrs. Zemans

Limits on governmental power in the American system.

33a POLITICAL PHILOSOPHY (Ancient and Medieval) F Mrs. Cohler

Ancient and medieval political thinkers from Plato to Aquinas.

33b POLITICAL PHILOSOPHY (Modern) S Mrs. Cohler

Modern political thinkers from Machiavelli to the present.

34 DE TOCQUEVILLE

A study of de Tocqueville's writings on the ancien regime, American democracy, and other subjects.

35 WORLD POLITICS F Mr. Pinkele

Continuity and change in international relations; consideration of the causes of war and the conditions of peace.

36 PEACE RESEARCH AND WORLD ORDER S Mr. Pinkele

Theories of imperialism and neo-colonialism; case studies; the prospects for modernization; consideration of various models of world order in the Third World and in North-South relationships.

37 PROBLEMS IN AMERICAN POLITICS F Mrs. Zemans

An in-depth study of a particular public policy issue.

38 GOVERNMENT AND POLITICS OF LATIN AMERICA

Political systems of contemporary Latin America with emphasis on selected countries for in-depth study. (Not offered in 1973-74.)

39 URBAN POLITICS AND ADMINISTRATION F Mr. Fischer

The city in America: problems of political and social organization; the place of the city in the greater metropolis.

41 THE MILITARY-INDUSTRIAL COMPLEX W Mr. Pinkele

Various conceptions of the military-industrial complex are examined and related to the prospects for democracy.

44 SEMINAR ON MODERN AFRICA W Mr. Mojekwu

An interdisciplinary seminar to survey major problems confronting modern African states. Prerequisite: Politics 21 or permission of instructor. (Not offered in 1973-74.)

46 SEMINAR ON THE MIDEAST S Mr. Nelson

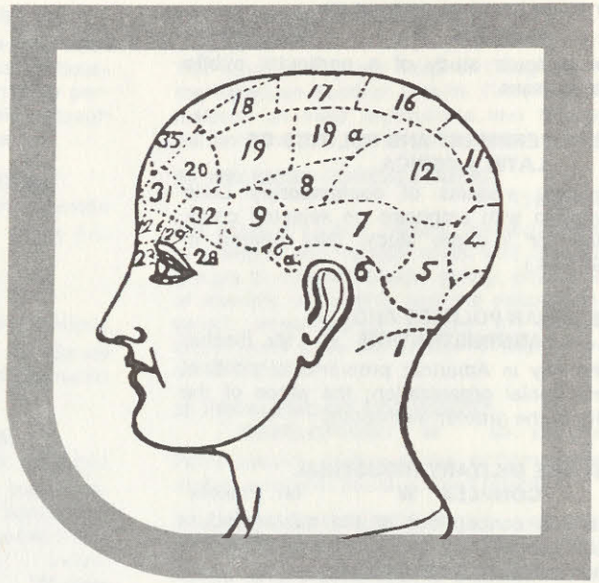
Comparative politics of the states in the Mideast; examination of international issues in the Mideast and the prospects for peace and modernization.

47 URBAN POLITICS INTERNSHIP PROGRAM W Mr. Fischer

Relates theory to practice by situating students in municipal agencies and community pressure groups in the northeastern Illinois urban environment.

48 THE LEGAL PROCESS W Mr. Rosch

An introduction to the functions of the legal system in the United States. Study materials will include the complete records of an actual lawsuit as well as essays, articles, and other critical writings.



PSYCHOLOGY

Professors †Forgus, Krantz (Acting Chairman); Assistant Professors Behling Frankel, Glassman, Markle, Michaels, Riger; Instructor ‡Heaton

The program of the Lake Forest College Psychology Department focuses on the scientific study of behavior. It is the goal of the department to use this study not only to develop the intellect of its students and faculty, but also to develop their sensitivity and wise responsiveness to human problems. The faculty sees psychology as an empirical approach which is to be used toward the understanding of the tasks of life.

The department strongly emphasizes the study of psychology as preparation for those persons who plan to enter graduate school, to become psychological workers, or to join related professions. Psychology students at Lake Forest have established a successful record in this regard. The department equally is committed to offering meaningful programs for students who do not intend to utilize psychology professionally.

The program concentrates on experimental and theoretical courses, practical experience, and heavy involvement in independent study. Close faculty-student contact is maintained. The ability of the student to direct and motivate himself or herself is respected. Faculty in the department believe that students learn best by actively doing, and they encourage work in actual research and service settings.

The department sponsors a chapter of Psi Chi, national honorary society of psychology. The Psychological Services Center, operated out of the department, is an example of the department's involvement in the total life of the campus.

†Sabbatical leave of absence, 1973-74
‡Part-time teaching, 1973-74

The major requires Psychology 26, 31 and 32. The following additional courses are strongly suggested for students planning to undertake graduate study in psychology: Psychology 37, 41 and 42. All professional activity in psychology requires the ability to evaluate original research literature, and much professional activity requires the ability to perform such research. Therefore, applications for professional work or graduate study are ordinarily rejected without study equivalent to Psychology 42. At least one course from Psychology 11-1, 11-2, 11-3, or 12 is prerequisite to all other courses in the department.

11 TOPICAL INTRODUCTIONS TO PSYCHOLOGY

Courses designed to introduce basic psychological principles and methodology as applied to social and individual concerns. Topics will vary annually.

TOPICS FOR 1973-74

11-1 SOCIAL PSYCHOLOGY, MOVIES, AND MASS COMMUNICATIONS F
Mr. Behling

Influence of movies, television, newspapers, and other organs of mass communications on the attitudes and personality of their audiences; basic perceptual principles as means of understanding the emotional impact of movies and TV; analysis of psychological themes in movies.

11-2 PSYCHOLOGICAL FACTORS IN SPORTS W Mr. Markle

Individual differences in athletic performance, particularly on the professional level; examined primarily from the vantage point of personality, but also from the research and theory of perception, learning, physiology, development, social, and abnormal psychology.

11-3 THE PSYCHOLOGY OF HUMOR AND AGGRESSION S
Mr. Glassman

Consideration of these two human characteristics in terms of rationality vs. irrationality, learning and instinct, the structure of motivations, the ability to perceive. What are the origins of these characteristics; how are they related; can psychology help solve practical problems of aggression in man?

12 SURVEY OF PSYCHOLOGY FWS
Mr. Behling, Mr. Krantz, Mr. Markle, Ms. Michaels

A review of contemporary psychology, including considerations of learning, perception, motivation, emotion, development, personality, and social interaction.

21a,b DEVELOPMENT OF PERSONALITY FWS; S
Mr. Behling, Mr. Markle, Ms. Riger

Human development; potentialities for health, full functioning, growth, and creativity. First term: foundations of personality, stressing the development of the child from conception to puberty. Second term: personality issues of adolescence and maturity. First term is prerequisite to second.

23 PSYCHOLOGY OF WOMEN S
Ms. Frankel

Socio-psychological approach to personality development of the contemporary American woman. Focus will be on the formation of sexual stereotypes of femininity and masculinity, sex-role attitudes and behavior, and their consequent psychological ramifications.

24 DIAGNOSTIC TECHNIQUES OF PERSONALITY EVALUATION W
Ms. Frankel

Personality structure and dynamics through projective techniques and psychometric tests of intelligence. Supervised experience in administering, scoring, and interpreting. Emphasis on diagnostic procedures and appropriate recommendations for treatment. Prerequisite: Psychology 21a or permission of instructor.

25 PSYCHOLOGY OF RACISM S

Psychological dynamics of racism as they affect the majority and minority populations of the United States.

26 CONCEPTUAL AND QUANTITATIVE FOUNDATIONS OF PSYCHOLOGY FW
Mr. Krantz, Mr. Glassman

Examination of assumptions underlying psychological theorizing, research, methodology, and quantification. Application of research techniques and conceptual measurement.

28 SOCIAL BEHAVIOR: INDIVIDUAL PROCESSES S Mr. Behling

The individual in society: the social psychology of communications, the study of the formation and alteration of social perceptions and attitudes.

29 SOCIAL BEHAVIOR: GROUP PROCESSES W Mr. Krantz

The individual in society: social psychology of institutions, crowd behavior, mass movements, and social change.

31 BASIC PROCESSES: PERCEPTION AND COGNITIVE DEVELOPMENT FS Ms. Michaels

Principles of the development and origination of perception, learning, and thinking with emphasis on their interrelationship. Prerequisite: Psychology 26 or permission of instructor.

32 BASIC PROCESSES: LEARNING FS Ms. Michaels, Mr. Glassman

The experimental study of learning and its relation to motivation and perception. Comparison of learned and instinctual processes in man and animals. Behaviorist, cognitive, and ethological approaches. Prerequisite: Psychology 26 or permission of instructor.

33 MOTIVATION AND PERSONALITY FS Mr. Behling, Ms. Riger

Origin and arousal of motives in human personality, including coverage of human values, emotions, conflicts, and frustrations.

35 ABNORMAL PSYCHOLOGY S Mr. Markle

Origins, treatment, and case studies of common behavior disorders analyzed in the context of adaptive personality development. Prerequisite: Psychology 21a or permission of instructor.

36 EDUCATIONAL PSYCHOLOGY FW Ms. Frankel, Ms. Michaels

Principles of psychology as applied to the learning process, learning situation, learner and teacher. (Also listed as Education 36.) Open to underclassmen, but preference given to juniors and seniors.

37a,b PHYSIOLOGICAL PSYCHOLOGY FW Mr. Glassman

How the brain participates in psychological processes: perception, motivation, learning, movement, language, consciousness. Similarities and differences between nervous systems and computers; related philosophical issues. Lab includes experiments testing relations between brain stimulation, recording, and ablation and animal behavior; also an experiment on "biofeedback" in humans. First term concerned with developing knowledge of fundamentals and with basic lab experience; second term includes an independent research project and seminar discussions of theories of brain function.

38 SEMINAR: CONSCIOUSNESS F Mr. Glassman

Writings of psychologists and other thinkers dealing with perception of the world and perception of the self and with the development of these abilities in the individual; discussion of altered states of consciousness.

41 MODELS OF MAN F Mr. Krantz

Differing views of man presupposed by psychological theory; emphasizes machine, cognitive, irrational, and existential images of man. Historical, philosophical and psychological analysis; directions and growth of psychological thought.

42 DESIGN AND ANALYSIS OF EXPERIMENTS S Ms. Michaels

Experimental design, statistical inference, and quantitative methods with emphasis on basic statistical concepts and computer applications.

43-1, 2 RECENT ISSUES IN PERSONALITY Mr. Krantz, Ms. Riger

Examinations of contemporary research and controversies relating to human personality. Open to junior and senior psychology majors and others with permission of instructor. Topics will vary annually. In 1973-74, study will concentrate on community psychology, including applications.

44 CLINICAL PSYCHOLOGY AND TECHNIQUES F Mr. Markle

Assessment and therapeutic techniques used by clinical psychologists. Open to junior and senior psychology majors and others with permission of the instructor.

48 PRACTICUM: RESEARCH AND APPLICATIONS FWS Ms. Riger

Supervised practice in applying psychological principles in research or service settings. Open to junior and senior psychology majors with permission of instructor. (Because the practicum experience varies, students may be permitted to repeat.)

RELIGION

Professor Bartlett; ††Associate Professor Cole (Chairman); Assistant Professor Patel

Courses in the Department of Religion are intended to offer students some understanding of religious thought, art, and literature, to examine the interrelationships between religious expressions and the particular cultural matrix in which they have taken form, and to develop the appropriate tools of analysis for the study of religious literature and history. It is not the purpose of the department to indoctrinate or propagandize, but rather to help equip students to make sound judgments for themselves in an atmosphere of free and serious inquiry, with an academic concern for the application of scholarly methods and the results of modern scholarship.

Some students will be interested in undertaking more extensive work in the department, either because of the perspectives which religion offers for integrating the content of other disciplines or because of professional goals involving seminary or graduate studies in religion. These students are encouraged to consider an individual major program which would combine work in the Department of Religion with work in one or more other departments. (It should be noted that leading seminaries and graduate schools of religion recommend a broadly-based undergraduate preparation for their candidates, involving concentration in several areas of the humanities and social sciences as well as some foundation in the field of religion.) Members of the department will be glad to advise students with regard to appropriate patterns of course work to fit their interests or pre-professional needs.

Most courses in the department are open without prerequisite to any interested student.

††Sabbatical leave of absence, Fall term, 1973-74

15 RELIGION: SEARCH FOR MEANING W
Mr. Bartlett

Inquiry into some fundamental questions of religious concern and various perspectives from which these questions are considered. Readings, discussion, and student writing centered on such thinkers as Camus, Tillich, Peter Berger, Harvey Cox. Open to freshmen only.

21 OLD TESTAMENT LITERATURE AND HISTORY F Mr. Cole

Religious literature of ancient Israel examined in relation to Israel's cultural and historical development. Readings in the Hebrew Scriptures, with comparative readings in the literature of some parallel Near Eastern communities. (Not offered in 1973-74.)

22 NEW TESTAMENT LITERATURE AND HISTORY S Mr. Cole

The teachings and ministry of Jesus, emergence of the Christian movement, and changing expressions of early Christian faith, examined through the New Testament and studied against its historical, cultural, and ideological background.

23 MOTIFS IN BIBLICAL LITERATURE S
Mr. Cole

Major motifs in the Bible and their historical development through the Old and New Testament periods, with special attention to those themes which are important in later literature and art. A one term introduction to biblical thought as an alternative to Religion 21 and 22.

24 JESUS IN MYTH AND HISTORY W
Mr. Cole

Various portraits of Jesus, from New Testament gospels and non-canonical "gospels" through treatments in the art of Byzantine and later periods, to recent portrayals in literature, film, rock opera. Attention also to contemporary scholarly attempts to reconstruct the historical Jesus. (Not offered in 1973-74.)

25 PROBLEMS IN RELIGIOUS THOUGHT F Mr. Bartlett

Fundamental questions of religious concern; their perspectives. Similar to Religion 15 but is more advanced. Not open to freshmen or students who have taken Religion 15.

26 THEOLOGICAL INVESTIGATION W
Mr. Bartlett

Study of a man, school, or issue in theology or constructive religious thought, with emphasis on student participation. (In alternate years. Not offered in 1973-74.)

27 JUDAIC-CHRISTIAN ETHICS F
Mr. Bartlett

Responsible application of love and justice in dealing with the needs and interests of men and groups.

28 HEBREW PROPHETS W Mr. Cole

Study of biblical prophets in the setting of ancient Israel's culture and history. Emphasis on those portions of the prophetic writings which have had most importance for the shaping of ideas in Judaism and Christianity. (In alternate years. Offered in 1973-74.)

29 EAST-WEST DIALOGUE IN RELIGION W Mr. Patel

Hindu and Buddhist religious experience in the East, Judeo-Christian experience in the West. (In alternate years. Not offered in 1973-74.)

31a,b LIVING RELIGIONS FS
Mr. Patel, Mr. Bartlett

Major religious traditions of the world with readings in their scriptures. First term: religions originating in India, especially Hinduism and Buddhism; second term: those of China and the Middle East, principally Taoism, Confucianism, and Islam. (In alternate years. Offered in 1973-74.)

34 READINGS IN THE DEVELOPMENT OF CHRISTIANITY F Mr. Bartlett

Some major figures and issues in the shaping of Christianity, as exhibited in the writings of such men as Augustine, Aquinas, Luther, Kierkegaard, Schleiermacher. (In alternate years. Not offered in 1973-74.)

35 READINGS IN CONTEMPORARY THEOLOGY S Mr. Bartlett

Principal developments in 20th century thought: Buber, Barth, Tillich, the Catholic renewal, theologies of the future.

37 ARCHAEOLOGY OF THE BIBLICAL WORLD Mr. Cole

A survey of archaeological research in the Near East relating to biblical history, religion, and literature. Documentary discoveries, results of excavation at selected sites in Palestine and related regions. Attention to archaeological field methods and interpretive principles as applied to Near Eastern materials. Slide resources, field trips to museums, practical experience with pottery typological collections. (Not offered in 1973-74.)

SOCIOLOGY AND ANTHROPOLOGY

Professor Van Hoey (Chairman); Assistant Professors Bower, Osako;
Instructors Eskilson, Finnegan

Social inquiry, the common discipline of comparative sociology and social anthropology, concentrates upon the cross-cultural exploration of similarities and differences among human ways of living in groups and communities. Central to this endeavor is the search for systematic explanations of diverse human modes of behavior in varying contexts of social organization and ecological setting.

Human Societies (SA 11) is a prerequisite for all other courses unless explicitly stated otherwise. The major includes 11, 21, 31, 32 and 41; a selection of at least three other courses in the department; and a research paper to be completed in the junior or the senior year. Majors planning for graduate training in this field are strongly advised to take statistics through the Department of Mathematics and other courses in fields related to social science.

The curriculum of the department is designed to combine flexibility and concentration. It consists of a series of core courses and an open range of electives. Students are encouraged to pursue personal exploratory interests through guided independent studies: it is this personal work which culminates eventually in the major's research paper.

The core courses are offered in the Fall and Spring terms. They jointly cover the principal conceptual and technical tools of basic research in social science. The Winter term is entirely reserved for special topics, subjects of applied research, and short intensive projects, which may vary in content and format from year to year.

FALL AND SPRING

11 HUMAN SOCIETIES FS

Foundations of social inquiry; basic models of men and societies; dimensions of social organization; elements of analysis and principles of theory construction in social science; selected domains of investigation and aspects of field work.

12 KINSHIP S Mr. Van Hoey

Structures of kinship (relations, groups, roles, terms); forms of marriage, households, settlements. The context of kinship; transition in social organization; changing relations between kinship patterns and economy, polity, habitat, and population. No prerequisite.

13 HUMAN ORIGINS F Mr. Bower

Survey of the evidence for human evolution; basic concepts and processes of evolution. Inquiry into the significance of variation among living and extinct varieties of man and his nearest relatives in the animal kingdom. Methods of investigation: one two-hour lab per week to study fossil specimens and other data. No prerequisite.

21 GROUPS AND SPHERES OF ORGANIZATION F Ms. Osako

Basic dimensions of group structure: division of labor, authority structure, resource technology, ecological setting. Types of groups in different institutional areas. Group structure and scale of organization. Theories and methods of investigation. Prerequisite: 11.

22 POWER AND SOCIETY S
Ms Eskilson

Social bases of political control and political participation: processes of stratification (socio-economic classes, minorities, ethnic collectives). Group interests, action movements, power systems. Government and political activity in different and evolving contexts of social organization. Prerequisite: 11.

23 WORLD PREHISTORY F Mr. Bower

Survey of human cultural development from the earliest known cultures (ca. 3 million years ago) to the dawn of urban life. Emphasis on ecological relations and major transformations in human lifeways (e.g. from hunting-gathering to food producing economies). Methods of anthropological archeology. Prerequisite: 11.

25 ECONOMY AND SOCIETY F
Mr. Finnegan

Traditional techno-economic systems in different ecological settings; organization and performance of pastoral, agrarian, and peasant societies. Processes of socio-economic change, growth, and development in communities undergoing "modernization". Non-western systems of economic activities and Western economic theory. Prerequisite: 11.

26 EXPLORING COMMUNITIES S
Mr. Finnegan

The learning problems involved in establishing rapport during field work in living communities. How the social scientist observes, records, and reports in varying social situations. Principles of the case study method. Prerequisite: 11.

31 SOCIAL RESEARCH: DESIGN F
Ms. Eskilson

The cycle of research; logical links between theoretical perspective, problem selection, and empirical data; qualitative and quantitative phases of research; ethical and political considerations of research; major forms of design; the research prospectus. Prerequisite: 11.

32 SOCIAL RESEARCH: TECHNIQUES S
Ms. Eskilson

Styles and means of seeking relevant information; data in relation to research design; observation, content analysis, questionnaires, and interviews, survey and census material; case study, comparative study, statistical study. Prerequisites: 11 and 31.

33 URBANIZATION F Mr. Van Hoey

Levels and rates of urban concentration and the scale of organization of society; structure of techno-economic enterprise, distribution of demographic density, and differentiation of local and regional communities in evolving urban systems. De-

finition of urban problems; models and myths of policy planning. Prerequisite: 11.

34 DEMOGRAPHY S Mr. Van Hoey

Population size, socio-technical base, and environment; measurement of demographic change (fertility, mortality, migration) and demographic structure (age, sex, education, dependency, life expectancy). Determinants of demographic changes: economy, education, family planning, birth controls. Theories, models, and policies. Prerequisite: 11.

35 EKISTICS S Mr. Bower

Spatial distributions of population; resources and physical culture in relation to varying structures of enterprise; technology, economy, and the spatial design of habitat; the changing human environment. Prerequisite: 11.

36 SOCIOLOGY OF RELIGION F
Mr. Van Hoey

Social inquiry (not philosophical or theological) into the relationships between religious practice and the mode of organization of society under stable and transitional conditions: cult, church, and sects; myth, magic, and rites. Emphasis on the contrasts between traditional agrarian and urban industrial contexts. Prerequisite: 11.

41 SOCIAL EXPLANATION AND THEORY S
Mr. Finnegan

Exposition, comparison, and appraisal of major schools of thought in the history of social inquiry; heuristic orientations, contexts of explanation, and operational problems of systematic theory construction in social science. Prerequisites: 11 and 31.

42 INDUSTRY AND SOCIETY S
Ms. Osako

Conditions and processes of industrialization in the Western world; problems related to economic development in underdeveloped nations; impact of industry on lifeways of modern man. Prerequisites: 11; 24 or 31.

WINTER: SPECIAL TOPICS

29a ETHNOGRAPHY W (7 weeks)
Mr. Van Hoey

A brief survey of the history of ethnographic field work; major questions guiding the exploration of different cultures in living communities; introduction to the classics of social anthropology. No prerequisite.

29b SOCIOLOGY OF SEX ROLES W
(3½ weeks: February)
Ms. Eskilson

Socialization to sex roles; social structure and the differentiation of skills, attitudes, and motivations for male and female sex roles; tradition and present trends, images of the future. No prerequisite.

29c ETHNIC COMMUNITIES IN AMERICA W (7 weeks) Ms. Osako

Ethnicity in America, changing patterns over time; ethnic groups and communities; ethnicity in the context of techno-economic and political structures. No prerequisite.

29d ANTHROPOLOGY AND LITERATURE W (7 weeks) Mr. Finnegan

Anthropology in fiction and through fiction. Focus on how anthropologists of the Western and non-Western world have described "alien" cultures and the interaction of such cultures with their own. No prerequisite.

39a METHODS OF ARCHAEOLOGICAL ANALYSIS W (3½ weeks: Feb.)
Mr. Bower

The interpretation of styles and designs of artifacts. Criteria for defining archaeological entities and their relation to living communities. Primarily a lab course (Field Museum collections and others). Prerequisite: either SA 23 or Religion 37, or consent of instructor.

39b SOCIAL MOBILITY IN CONTEMPORARY SOCIETY W
(7 weeks) Ms. Osako

Concepts of social stratification, regional differentiation, and social mobility; mobility and changing patterns of organization; issues of method and theory. Prerequisite: 11.

39c ANTHROPOLOGY AND MODERN LIFE W (7 weeks) Mr. Finnegan

Relevance of anthropological methods, theory, and findings to a deeper and clearer understanding of the nature of major contemporary issues. The experience and prospect of applied anthropology in the modern world. Prerequisite: 11.

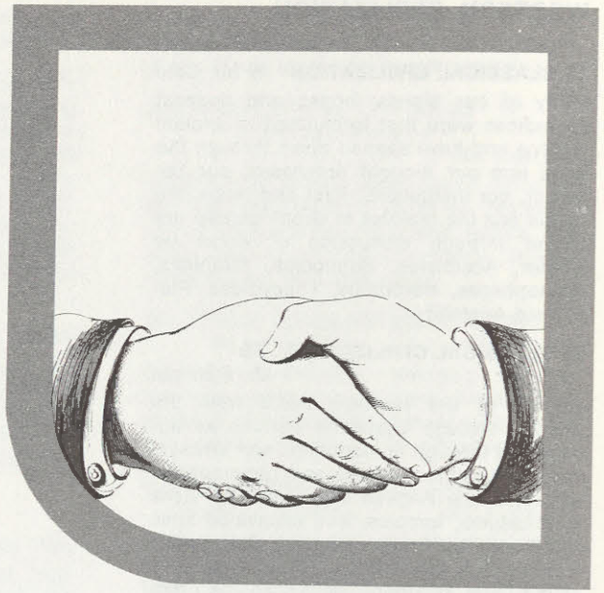
WESTERN CIVILIZATION

11 CLASSICAL CIVILIZATION W Mr. Cole

Many of our highest hopes and deepest prejudices were first formulated in ancient Greece and have seeped down through the ages into our thought processes, our behavior, our institutions. Fact and fancy, the ideals and the realities of Greek culture are traced through discussion of works by Homer, Aeschylus, Sophocles, Euripides, Aristophanes, Herodotus, Thucydides, Plato, and Aristotle.

21 CLASSICAL CIVILIZATION FS
Mr. Fishman

Culture of the Hellenic world from the Minoan through Byzantine periods as understood through ancient sites and artifacts seen within the climatic and geographical setting of the Aegean area. Includes visits to museums, temples, and excavated sites in Athens, the Greek mainland, Crete, western Turkey, and Istanbul. (Taught as part of the Term in Athens for two course credits.)



INTERDISCIPLINARY CONCENTRATIONS

In lieu of a major in one academic discipline, a student may choose to concentrate in any one of ten interdisciplinary fields of study. All individual majors will be placed in one of these classifications. A student who wishes to elect one of these concentrations should confer with the chairman of the appropriate committee. The interdisciplinary concentrations offered are:

American Civilization

Mr. Zilversmit (Chairman), Mr. Herlihy, Mr. Voss

Students wishing to expand beyond the limits of the traditional disciplines will find in the American Civilization program a range of studies wide enough to contain their interests. By providing an inter-disciplinary approach to the study of an entire civilization, the program searches for an understanding of the relations among institutions, ideas, and the artistic imagination within the American experience. The student acquires a firm command of the history, literature, and political institutions of the United States, and chooses, according to his interests, additional studies among the allied fields of anthropology, economics, fine arts, philosophy, religion, and sociology. The aim is not merely to collect course offerings from the various departments; rather, it is to enable the student to synthesize the entire American experience through his own work. Independent study, thus, is an important part of the American Civilization program.

The major consists of the following required courses: History 12a; English 30b or c; Politics 23 or 31; History 41a,b; and American Civilization 45 (senior seminar). Additional courses to be selected in consultation with the committee.

Area Studies

Mr. Sproat (Chairman), Mrs. Moodie, Mr. Mojekwu

Area Studies are meant to allow the student to enrich his understanding of a region or of a complex society by examining it from the perspective of several disciplines. The specific character of this concentration will vary with the area chosen, but some guidelines are generally applicable. Because Area Studies are meant to be inter-disciplinary, students usually will be expected to undertake work on their particular area of interest in at least three disciplines, distributed according to the requirements of the chosen area and faculty resources. This work may be done through regular courses and through independent study, that is, tutorials and independent research. (Depending on the area chosen, Area Studies may require more than nine courses as the minimum for a major.) To help integrate his work, a student concentrating in Area Studies will be expected to carry through an in-depth project of research and analysis, usually during his senior year. In 1973-74 the college can offer Area Study work in the following areas: Africa, Europe (with special focus on one European country), Russia and the Soviet Union, the Mediterranean World, Latin America.

Students wishing to concentrate in Area Studies should prepare a study plan for submission to the Area Studies Committee. Members of the committee will be glad to help in developing this plan.

Behavioral Sciences

Mr. Louch (Chairman), Mr. Krantz, Mr. Bower

The function of the committee is to assist the student in developing a program in behavioral sciences which employs resources of various departments. For example, a student interested in ethology would find relevant activities in sociology of primitive forms of human culture, in the biology of ontogenetic development, in the psychology of learning and evolution. Collateral courses will be suggested by the committee. The possibility of such studies is limited only by the student's imagination. Other examples that could be cited are: physiology of behavior, ecology, social psychology, culture and personality.

Comparative Literature

Mr. Bennett (Chairman), Miss Cowler, Mr. Carlin

Poets and authors have always been aware of the universality of the literary work of art, even though its universal effectiveness may sometimes be limited by its medium, the particular language in which the work is written. The Comparative Literature program is intended for the student who wants to understand the relations among literary works in different languages, the movement of ideas and forms from one nation to another, or the influences poets have exerted on the development of literature in other countries.

The student in the program will be able to select courses from a variety of offerings in the English Department and the Department of Foreign Languages. After the student has decided on the specific literatures or international literary movements as his or her area of concentration, essential independent studies will be worked out for each individual program. Before undertaking independent studies in Comparative Literature the student is expected to have acquired an adequate knowledge of one literature. In addition, each student is expected to study two foreign languages, developing in at least one of them such competency as is required for literature courses offered in the foreign language.

Environmental Studies

Mr. Weik (Chairman), Mr. Thompson, Mr. Moodie

An interdisciplinary concentration in Environmental Studies should include the following courses: Biology 14 (Environmental Biology) and Biology 31 (Special Problems in Ecology); Chemistry 17 (Atoms, Molecules, and Matter), Chemistry 18 (Chemical Equilibrium), and Chemistry 19 (Rates, Energy, and Analysis); Economics 11 (Principles of Economics); Mathematics 15 (Introduction to Probability Theory and Statistical Inference) or Economics 25 (Economics Statistics); Physics 18 (The Energy Crisis) or Chemistry 14 (Men and Energy); and Politics 39 (Urban Politics and Administration).

The student is encouraged to choose from among other recommended courses according to his individual interests and with advice of the Committee on Environmental Studies. Among these are the following: Biology 12 (General Genetics), Biology 21 (Vascular Plants), Biology 22a,b (Marine Biology), Biology 26 (American Forest), Biology 27 (Ornithology), and Biology 34 (Freshwater Algae); Chemistry 12 (Environmental Chemistry), Chemistry 22 (Structure and Function of Organic Molecules), and Chemistry 29 (Biochemistry); Economics 15 (Urban Economic Problems), Economics 16 (Radical Economics), and Economics 17 (Modern Economic Problems); Physics 15 (Electricity); and Sociology and Anthropology 35 (Ekistics).

The use of independent studies for topics of special interest to the student also will be encouraged. During the winter term of either the junior or senior year or during the summer between these two periods, the student can expect to participate in an internship program to be arranged by the College with an appropriate environmental agency.

Health Sciences

Mr. Giere (Chairman), Mr. Frederick, Mrs. Klingbeil

The Health Sciences Committee serves the student who believes that pre-professional or technical training will be best served by an interdisciplinary study. The students who may be accommodated by this program include those planning careers in any of the following vocations: dentistry, medicine, veterinary medicine, health physics, pharmacology, physiology, as well as laboratory technology in all of its various specialties.

The committee will endeavor to tailor a program to the needs of the individual student. It hopes to accomplish this by having the student apply to the chairman in a letter which describes his or her educational and career goals. The committee will then meet with the student and will mutually agree on the requirements for the Health Science concentration, taking into consideration any specific pre-professional course requirements as well as those which will be supportive of the major. The committee will meet in a counselling capacity with those students without definite career goals in order to assit in the formulation of the career goals. There will therefore be no "standard pre-professional curricula."

Humanistic Inquiry

Mr. Grossman (Chairman), Mr. Hansen, Miss Hentz

The Committee on Humanistic Inquiry undertakes to guide students whose interests lie in a wide range of fields. Its program, however, is not intended for students whose interests are diffused or undefined, but rather it is for those who wish to investigate a well-defined problem which can not be contained within the traditional academic discipline. The committee is especially prepared to help students whose interests lie between the traditionally recognized areas of the humanities, and those who wish to use the methods of the humanities on a problem in the natural or social sciences. Examples of the kinds of projects which the committee is prepared to supervise are the following: the philosophy and history of science, psycho-history, the study of philosophy through literature, and the cultural approach to the study of non-western societies.

International Relations

Mr. Mojekwu (Chairman), Mr. Moodie, Mr. Van Hoey

A student concentrating in International Relations is concerned with the approaches by various disciplines — politics, history, economics, sociology, and psychology — to the fundamental problems of war and peace. At Lake Forest College, we seek not only to develop an historical understanding of the causes of particular wars and underlying conditions which may encourage future wars, but also to develop just solutions to some of the serious and tragic derangements of priorities in the current international system, e.g., the arms race, neo-colonialism, parochial nationalisms, and the denial of political and economic rights to peoples around the world.

A student concentrating in International Relations will find his or her preparation excellent background for positions in government, especially in the foreign service and the United States Information Agency. In addition, positions with international institutions, such as the specialized agencies of the United Nations and various international businesses are available. Futhermore, the major is a base for social service positions at the national and international level, e.g., the Peace Corps and church groups. Lastly, a few majors each year go on to graduate school in political science, law, or business administration.

The following courses are required in an International Relations concentration: Economics 11, Politics 11, 35, 36; History 11b,c or 12a,b; Sociology and Anthropology 11 or Psychology 12; a foreign language through the 22 course; and Politics 46. Four additional courses to be selected in consultation with the committee.

Scientific Inquiry

Mr. Shively (Chairman), Mr. Martin, Mr. Runge

The use of scientific methods and techniques shall be the basis for an investigation of a topic, whether it be scientific or humanistic. Examples of such kinds of projects might be: To explore the use of laser holography as a new art medium; the use of statistics and computer science to investigate a topic in sociology, economics, history, etc. Projects should be submitted to the Committee on Scientific Inquiry for approval.

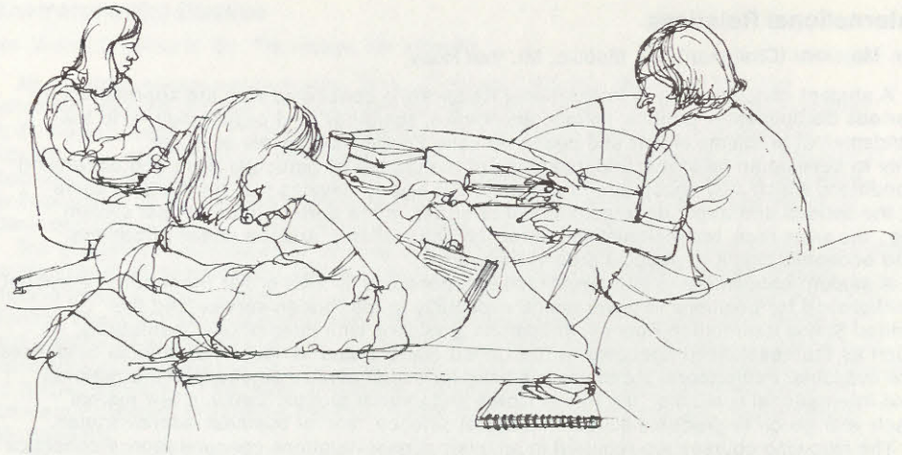
Urban Studies

Mrs. Hale (Chairman), Mr. Fischer, Mr. Van Hoey

Urban Studies permits students with various interest in the urban and suburban scene to combine courses from traditional departments into an individually tailored concentration. The focus can be problem as well as techniques oriented. The emphasis is upon an interdisciplinary approach. Each student's program will be worked out by the student with the committee to meet his or her needs and interest.

The concentration consists of: Economics 18a,b; Politics 47, at least one internship. Participation in a joint seminar (economics, history, politics, sociology) at the senior level is highly recommended. Suggested courses are: Economics 15 (Urban Economic Problems*), History 34a,b (The City in History; Modern Urban History); Politics 39 (Urban Politics and Administration); Sociology and Anthropology 33 (Urbanization); Economics 18a,b or Politics 47 (Internship). Additional courses are chosen from the following: Economics 17a, 17b, 25, 26, 31; English 20, 30c 38b; History 10-4, 28a, 28b, 29, 30-2, 31; Politics 37; Sociology and Anthropology 34, 35.

*Internship: In conjunction with Economics 15, Politics 39 or other offerings in the fall term, a student would begin investigating an area or problem which would be the subject of an internship (2 credits) in the winter term. It is possible to hold more than one internship in four years.



Student Life

The student community at Lake Forest College is a democratic society where students participate to the degree they choose. Student Life on campus is regulated largely by Student Government and by a joint student/faculty Committee on Student Life. Students also participate on all academic committees and judicial bodies.

Students are the primary catalysts at Lake Forest for the promotion and production of campus weekends, special social functions, films, concerts, lectures, and special service activities. A member of the Office of the Dean of the College works with student groups in planning and arranging for social and cultural affairs and in maintaining an all-campus calendar of events.

Guidance

The College makes available to its students both academic advising and personal counseling. The Dean of the College and his staff provide general counseling services for students; the faculty of Lake Forest offer academic advisement.

Each freshman has a faculty adviser. After the freshman year, the student may select an adviser from among the faculty of the major department or field of concentration.

The Office of the Dean of the College carefully selects several upperclass men and women to serve as advisers in the dormitories. These students, in addition to serving as counselors, enforce dormitory rules and keep the dorms operating smoothly.

The College also offers its students a placement service. By coordinating job interviews and by making available literature for various postgraduate options, the College helps place its graduates in a wide range of careers. Student part-time positions on campus are administered by the Financial Aid Office, off campus by the Dean of the College's office.

Residential Life

Ten residence halls provide living space for 530 men and 450 women. Half the total residence space has been built since 1963. Much of the remainder has been renovated completely within the past two years. All rooms are furnished with bed, mattress, pillow, dresser, desk, and lamp. Nearly half the rooms also have draperies and rugs. Telephone service is available from the telephone company at prevailing rates.

For the most part, residence halls are organized on the basis of interest groups. Individual "purpose units" are established to accommodate a host of student interests. These units are self-governing. Students who elect to enter one of the housing units may remain in it throughout their college stay.

There are Freshman Dorms, where all freshman students except those living at home are expected to live, because the College feels it important for freshmen to live together. Upperclass students, who may live off campus upon approval by the Dean of the College, have a wide range of interest units on campus from which to choose — an Independent Women's House, an Afro-Asian Alliance House, a Science House, and a Fine Arts House. There is a Scholar-Athlete/Intramural House, a Cycling House, an Academic House, a Dramatic Arts House.

In contrast to many colleges, the fraternities at Lake Forest, two of them, are located in college-owned upperclass dormitories.

Student Government

Student Government at Lake Forest College operates within the framework of the College Governance System. Representatives serving in the government are responsible in part for the functioning of student affairs and also for exercising supervision over student activities and student activity funds.

Student Government consists of two bodies — the General Assembly, which draws its representatives from the campus housing units, and the Executive Committee, which consists of a president, vice-president, and treasurer. Student officers are elected by the student body at large.

Conduct

When necessary for the welfare of the campus community, the College exercises disciplinary authority, usually through student-faculty disciplinary bodies.

The basic standards which apply to all Lake Forest students are:

- Respect for the right of every individual to hold and express any ideas no matter how unpopular such ideas or beliefs might be;
- Respect for the property of the College and of individuals, and responsibility for those properties in the event of loss or damage;
- Honorable use of one's signature;
- Compliance with all local, state, and national laws.

The College reserves the right, and the student concedes to the College the right, to require withdrawal of any student at any time who falls below the standards of Lake Forest.

A student handbook containing rules and regulations of the college community is published by the office of the Dean of the College and is available on request from that office. The handbook is distributed to all students, faculty, and administration.

The Cultural Office

The College sponsors a variety of cultural events on campus and also encourages students to take advantage of cultural opportunities in Chicago. At the Cultural Office, located in the College Commons, students may obtain information about music, art, and drama in the city and suburbs, may buy tickets (often at reduced rates), and may arrange for bargain transportation.

The Cultural Office also is the planning center for on-campus cultural events. The Student Cultural Activities Board, working with the Office of the Dean of the College, makes arrangements for convocations, lectures, exhibits, and recitals. The student board attempts to provide a balanced schedule of events which will be informative, stimulating, and sometimes controversial.

Each year the English Department, in conjunction with the Cultural Office, invites to the campus a Poet in Residence for two weeks of public lectures and close work with students. Speakers representing the interests of other departments visit the campus, sometimes for a single lecture, sometimes for more extended meetings with students.

Music and Drama

In addition to a variety of courses in applied music, theory, and music history, students may participate in the college choir, the madrigal singers, and/or the student-initiated, student-organized Black Ensemble. Qualified musicians may join the Lake Forest Symphony Orchestra. Students and faculty of the music department give recitals during the year and additional concerts are offered by professional musicians. Visits to Chicago, with discount tickets provided by the Cultural Office, offer the opportunity to hear the great orchestras and performing artists of the world.

The national dramatics honorary fraternity, Alpha Psi Omega, sponsors major productions by the Garrick Players in addition to evenings of one-act plays and performances by a children's theater. Any student, whether enrolled in drama courses or not, is eligible to audition for any of these activities.

Communications

Publications of the student body are edited and managed by students under supervision from the College Life Committee. THE STENTOR, the college newspaper, is the weekly journal of the students. **The Forester,** the college yearbook, is published annually. The fine arts magazine, TUSITALA, includes writing, drawing, and photography by students and, occasionally, by members of the faculty. Two well-equipped college darkrooms are used both by photographers working on student and college publications and by students who are just becoming acquainted with the art and practice of photography.

The campus radio station, WMXM, with a daily broadcasting schedule devoted to music, sports, campus news, and special programs, is now FM.

Students interested in any phase of journalistic writing, editing, or reporting, or in photography, broadcasting, or art are invited to participate in these enterprises.

Athletics

Lake Forest College offers an athletic program designed to serve student needs and interests on four levels: varsity intercollegiate athletics, intramurals, physical education, and recreational activities.

The intercollegiate program includes varsity sports in baseball, basketball, football, ice hockey, soccer, handball, swimming, wrestling, and tennis. Intercollegiate competition is provided in lacrosse, golf, cross-country and track on a club basis. Varsity competition for women is available in field hockey, basketball, tennis, and swimming. The College

competes with such institutions as the University of Chicago, Beloit, Kalamazoo, Earlham, DePauw, Oberlin, and Hope Colleges. No special financial aid is offered for athletics. Intercollegiate competition is viewed as a valuable form of self-expression for students and as a vital contributor to community spirit. All Lake Forest athletes are students first and athletes second.

Lake Forest encourages all its students to participate in a diversified intramural program which includes bowling, raquetball, tennis, softball, touch football, volleyball, basketball, and other activities.

Participation in physical education courses at Lake Forest is on a purely voluntary basis. Offerings include such wide ranging activities as ice skating, sailing, aerobics, slimnastics, and training-room techniques. Lake Forest's athletic facilities include baseball, football, soccer, and intramural fields; tennis courts; an indoor ice rink; and a sports center which houses a gymnasium, swimming pool, three sauna baths, three handball courts, two squash courts, wrestling room, exercise room, and gymnastics room. All facilities are available to the student body on a regular basis for recreational purposes.

Specialized Interests

A variety of specialized groups are active on campus. They include Beta Beta Beta (National Honorary in Biology), Phi Sigma Iota (Romance Language Honor Society), Psi Chi (Psychology Honorary), Pi Sigma Alpha (Politics), the Student Affiliates of the American Chemical Society, Student Section of the American Institute of Physics, Association Internationale des Etudiants en Sciences Economiques et Commerciales, International Relations Club, Camera Club, Folk Dance and Ballet groups, Ski Club, and others.

Community Service Activities

The Lake Forest College Tutorial Projects began in 1963 as an outgrowth of a college conference, "The Crisis in Race Relations." The effort led students to form the Community Service Federation to coordinate tutoring projects and other student community service ventures.

Programs developed over the last few years include the American Indian Center Tutorial (in Chicago, now inactive), a program to teach English to Spanish-speaking children (in Highland Park and Highwood), a high school program (in Waukegan), a project with children from a housing development (in Zion), and a project which brings Lake Forest College students into a school system as assistants to classroom teachers (also in Zion).

In working with pupils from various backgrounds, students have been able to develop a sensitivity to cultural differences; at the same time, tutees have been given access to remedial education on a regular basis. Lake Forest College students also arrange field trips to both urban and rural areas.

Religious Activities

The student body at Lake Forest College exhibits diversity in religious affiliation; beliefs of each member of the college community are respected. The College is dedicated to maintaining an attitude of absolute religious tolerance. Such varied faiths as B'hai, Judaism, Roman Catholicism, and the Society of Friends are represented on campus.

The College continues its relationship with the Presbyterian Church. However, the College is not sectarian in its teaching and welcomes a variety of philosophical and religious points of view. Major denominations are all represented on campus and Protestant, Catholic, and Jewish congregations are located nearby.

Health Services

Lake Forest Hospital, a private facility 1½ miles from the College, manages the on-campus Health Center and provides the full range of medical services. Several physicians and nurses are available to students during certain hours of the day and are on regular 24-hour call.

All new students are required to submit prior to entrance a record of a recent complete physical examination and evidence of a smallpox vaccination administered within the past five years. Also, students must present each year proof of a negative chest x-ray.

Rising medical costs require that each student participate in the College's group medical plan. The plan pays a major portion of incurred medical costs. Hospitalization service is provided by Lake Forest Hospital, Highland Park Hospital, and other facilities nearby.

Office of Psychological Services

The purpose of the Psychological Services is to aid students to become more effective, self-directed individuals. It offers, free of charge to all Lake Forest College students, professional counseling on personal, educational, or career problems. Service is offered in dealing with emotional difficulties or factors hindering the student's ability to benefit fully from his or her college experience. In addition, it also helps in identifying aptitudes,

interests, and personality traits affecting the choice of a vocation or educational program.

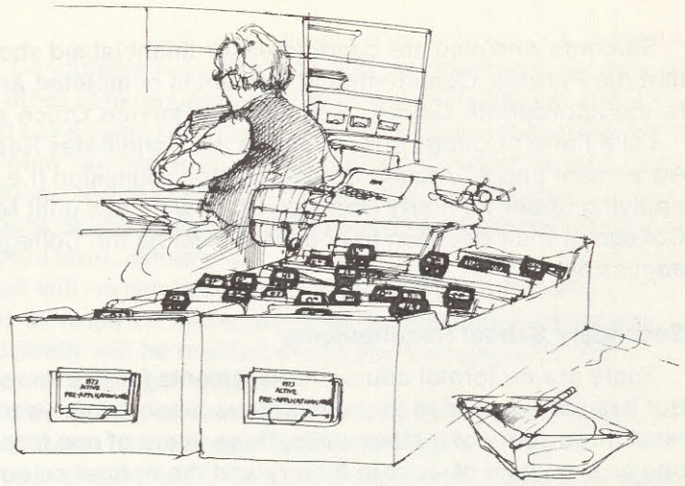
Clearly, the services are broadly based and are designed to serve a wide variety of student needs. Various types of counseling experiences are available. Individual and group counseling, encounter group experience, groups dealing with increasing one's level of achievement motivation, and group experience geared toward helping the student maximize individual potential are offered throughout the academic year.

Counselors normally work by scheduled appointments, but students can always be seen immediately in case of need (Room 175, Johnson Science Building). The Psychological Services will not call students in; students initiate their own appointments and have their choice of counselor. (See listing of counselors in the **Bulletin** Directory.)

Motor Vehicles

Students who drive motor vehicles on campus must register them in the Security office. Resident sophomores, juniors, and seniors and students living at home may operate cars on campus but must carry comprehensive liability and property damage insurance. A detailed list of regulations governing the operation of motor vehicles is issued when cars are registered.

Registration is $30 per year for residents, $20 for non-residents.



Admissions, Financial Aid, College Expenses

Admissions

During its selection process the Admissions Staff at the College is primarily concerned with knowing the individual candidate. The criteria for selection include assessment of a student's program of study, academic achievement, aptitude, intellectual curiosity, qualities of character and personality, and activities both within and out of school. Lake Forest College unequivocally selects its students without regard to social background, religious affiliation, national origin, sex, or financial position. And this policy is manifested by the diverse nature of the student community — a diversity so necessary to the educational vitality of a liberal arts college.

Admission Procedure

Candidates for admission may obtain the required application forms by writing the Office of Admissions, Lake Forest College, Lake Forest, Illinois 60045.

Students are urged to begin the application procedure early in their final year of secondary school. (Non-traditional students, such as housewives and veterans, are encouraged to consult with the Admissions Office.) There is no formal closing deadline for receipt of the application, but admissions decisions are rendered in mid to late March. Consequently, applications received after March 10 will be considered only if conditions permit.

Students who also are candidates for financial aid should make certain that the Parents' Confidential Statement is completed and submitted to the appropriate College Scholarship Service Office prior to February 15.

Lake Forest College subscribes to the Candidates Reply Date Agreement and all regular candidates for admission (i.e. those not applying under the Early Decision Plan) will have until May 1 to notify the College of their decision to accept or decline the College's offer of admission.

Secondary School Requirements

There are no formal course requirements for entrance to Lake Forest. But it is recommended that candidates present four years of English, at least three years of mathematics, three years of one foreign language, and one or two years of work in history and the natural sciences. All applicants are encouraged to take as much accelerated course work as possible including formal advanced placement offerings.

Examinations

All candidates are required to present the results of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board (CEEB) or of the American College Testing Program (ACT) test battery. These tests are used by Lake Forest College for purposes of admission, guidance, and placement. It is the applicant's responsibility to arrange with the College Entrance Examination Board or the American College Testing Program to have the test results forwarded to the College. These tests may be completed in the candidate's junior or senior year of secondary school.

The Admissions Staff may require a candidate to submit the results of one or more subject achievement tests of the CEEB where such scores are judged to be beneficial to a student's candidacy.

Personal Interview

Although an interview is not required, the Admissions Staff welcomes and encourages visits to the campus by prospective candidates and their parents. An appointment arranged in advance is appreciated. The Admissions Office is open for interviews and tours from 9 a.m. to 4:30 p.m. Monday through Friday year 'round, and on Saturday morning from 9 to 11:30 a.m. during the academic year.

Early Decision

The purpose of the Early Decision Program is to allow a student who has made Lake Forest a first choice to receive early notification of the

admissions decision. Candidates requesting an early decision are permitted to apply to other colleges, but implicit in such a request is the commitment to attend Lake Forest College if admitted. Upon notification of admission under this plan candidates will be expected to withdraw all other college applications and to post a $100 non-refundable tuition deposit within two weeks of notification of admission. Requests for Early Decision will be honored until January 15.

The Admissions staff will review the applications of Early Decision candidates as soon as all required materials have reached the Admissions Office. Candidates normally will be notified of the decision two or three weeks after completion of their application.

Early Decision candidates who will require financial assistance should make certain that the Parents' Confidential Statement is filed early in the candidate's final year of secondary school in order that both admissions and financial aid decisions may be rendered simultaneously.

Deferred Admission

Students who may wish to defer their enrollment in College should complete the application procedure during the final year in secondary school. Questions and specific requests for deferred admission should be addressed to the Director of Admissions.

Admission by Transfer

Students enrolled at other colleges and universities and desiring admission to Lake Forest College are eligible to apply for admission. Generally, a transfer applicant should have achieved an overall college average of at least **C** or its equivalent and be eligible to return to his or her previous institution. If a candidate is not eligible to return to the former college or university, at least six months must have elapsed before consideration will be given.

Graduates of accredited junior colleges and recipients of the AA degree, if admitted to Lake Forest College, will be granted full junior standing. (The only course evaluation to be considered will be that of determining those courses applicable to the student's declared major field.)

When a transfer student is admitted to the College from a four-year college or university or from a two-year institution but is not a recipient of an AA degree, all of the courses he or she has taken and passed toward fulfillment of the Bachelor of Arts Degree at the former institution, or the Associate of Arts Degree in the case of the junior college, will be accepted toward fulfillment of the B.A. Degree at Lake Forest College provided a **C** average or better has been achieved at the previous institution.

Transfer students are admitted at the beginning of all terms although most commence their study at the College in September. For details concerning the College's residence requirement see the section, Requirements for Graduation.

All candidates for admission on a transfer basis (anyone who has been enrolled in another college or university) are required to submit the following credentials:

1) Personal application for admission
2) Transfer application for admission
3) Secondary school transcript
4) Transcripts of all college work complete through the most recent term
5) A letter of recommendation from the academic dean or a teacher of the most recent college attended

Financial Aid

Financial aid at Lake Forest College is not awarded as a "prize" but is granted to men and women who are unable to provide the full cost of a college education through their own reasonable efforts or through those of their family. Lake Forest is committed to the philosophy that insofar as resources are possible, no student who is otherwise qualified should be prevented from attending because of financial limitations.

An application for financial aid does not hinder a student's application for admission; indeed, the two applications are considered separately. But a student is notified of the result of both the application for admission and for financial aid simultaneously.

Financial aid awards at Lake Forest are made for a one-year period. But if the student continues to evidence need and maintains an academic record commensurate with ability, the financial aid award will be renewed each year. Awards are always based on need.

Entering students seeking financial assistance are required to file a copy of the Parents' Confidential Statement (PCS) with the College Scholarship Service Office in their region. The PCS is the only form required for financial aid consideration and is available at most secondary school guidance offices. Parents are strongly urged to file the PCS with the College Scholarship Service in the fall or early winter of the student's senior year because the form is detailed and often requires further clarification. The required application forms should be submitted by February 15. Candidates applying after this date will receive financial aid consideration only if funds still are available. Applicants should read carefully the brochure entitled Financial Aid at Lake Forest College which is mailed with the application forms for admission.

Computation of Financial Need

In computing a student's financial need, the College, using the procedures of the College Scholarship Service, calculates from the Parents' Confidential Statement the total resources of the family (parents and student) that can be used as a contribution toward college expenses. Most calculations are based on several sources of funds:

•EXPECTATION FROM PARENTS: The College assumes that each family will provide the maximum amount possible from income, savings, and other assets. In addition to the family income and assets, the College takes into account the number of dependents, number of children in college, extraordinary medical expenses, certain types of debts, and unusual situations.

•EXPECTATIONS FROM THE APPLICANT: The College believes that recipients of financial aid should contribute toward the cost of their own education. In calculating a student's need, therefore, summer earnings available to be applied toward college expenses are normally assumed to be $400 prior to the freshman year with a slight increase in subsequent years.

•OUTSIDE FUNDS: Candidates for financial assistance are strongly encouraged to apply for national, state, and local scholarships for which they may be eligible and which may be used at the college of their choice — National Merit Scholarships, National Presbyterian College Scholarships, various state scholarships (e.g. Connecticut, Illinois, Massachusetts, New Jersey, Pennsylvania, Rhode Island, and Vermont), and other scholarships offered by local foundations, clubs, or business organizations.

The ability of a student to secure outside assistance almost always works to his or her benefit and never to his or her disadvantage. Even though the gift dollars from Lake Forest College may be reduced (all awards must remain within the computed need figure), the total amount of gift funds available to the student when all sources of gift aid are added together will be equal to or greater than the gift aid provided by Lake Forest College alone.

Gift Awards

Most students who qualify for financial aid can expect much of their need to be met by grants. For the 1973-74 academic year, the Board of Trustees authorized a total of $535,000 to be awarded in the form of Lake Forest College gift dollars.

Basic Education Opportunity Grant (BOG)

Under this provision of The Higher Education Act of 1972, each student would be "entitled" to $1,400 a year in student aid, minus his or her "expected family contribution," which would be determined by, among other things, the "effective family income, the number of dependents in the family and the number of dependents attending a college or university, the amounts of the assets of the student and/or the family, and unusual expenses."

Supplemental Educational Opportunity Grants

This program is designed to provide grant assistance to students of exceptional financial need who, without such assistance and because they lack personal financial means, would be unable to enter or remain in an institution of higher education.

The maximum amount of a single-year grant is $1,500, but the cumulative amount a student can receive is limited to no more than $4,000 over a four-year period. The Commissioner of Higher Education will prescribe to institutions of higher education the basic criteria for identifying eligible recipients.

Students need not make direct application for grant consideration. The College's financial aid director will notify eligible recipients when grant funds have been appropriated and when the commissioner's guidelines have been received.

National Direct Student Loans

In 1958 Congress passed the National Defense Education Act which provides loan funds for needy undergraduate and graduate students. While the loan program will vary slightly from year to year, Lake Forest College does apply and has received funds which allow student participation in the National Direct Student Loan Program. Students receiving financial assistance and who have additional questions regarding this program should contact the Director of Financial Aid.

Guaranteed Student Loans

A state guaranteed loan program is available in all states. Participating banks and other financial institutions provide loans to full-time students; interest subsidies are made available to students who meet the need criteria established by the program. Information on this program can be obtained from your local banker, your high school counselor, or from the Office of Financial Aid at the College.

Part-Time Employment

In most cases, part-time employment on the campus or jobs established through the Federal Government's Work-Study Program range in remunerative value from $300 to $500. The majority of student jobs are in the dining hall, library, and various administrative offices. These jobs normally involve six to twelve hours per week. Students assigned campus employment are expected to work the entire term including examination periods.

In addition to on-campus employment, opportunities exist for employment in the community. Since Lake Forest is a residential and academic town (rather than commercial), off-campus employment generally involves jobs in local restaurants, tutoring, secretarial duties, babysitting, general housework, gardening, and others.

College Expenses

Students enrolling at the College in September are expected to continue through the academic year. The programs of the College are planned and budgeted accordingly.

Senior students with fewer than eight courses needed to graduate will be charged only for courses taken.

For the convenience of the student, the College has established two pay periods. The first period covers expenses for the twelve-week Fall term and the first half of the Winter term; the second pay period covers expenses for the second half of the Winter term and the twelve-week Spring term. Refunds for tuition, room and board, and fees will not be granted after the stated withdrawal deadlines (see page 96).

Extra Course Charge

An extra course taken during any pay period will be charged at the course fee.

Special Charges

Special charges may be made to defray expenses involved in off-campus study programs sponsored by the College.

Reinstatement

A $25 reinstatement fee will be charged at time of re-registration should a student's registration have been cancelled by the College as a result of non-payment of bill.

Program Leave Reimbursement

Students who enroll in academic programs at other institutions as part of an official "Program Leave" will be reimbursed for actual tuition — not to exceed the comparable course cost at Lake Forest — upon acceptance of credit by the College.

Health Clinic and Hospitalization Fees

The $20 health clinic fee, which does not cover hospitalization insurance, is mandatory for all students. Hospitalization coverage is required of all resident students and is optional for non-resident students. The premium is $53 for the year, but a waiver form for this coverage may be obtained from the Business Office if family coverage is carried.

Fines and Damage

Students will be assessed library fines, for on-campus traffic violations, and for damage they may cause to college property.

Schedule of Payments For the 1973-74 Academic Year

1st Billing	Resident	Non-Resident
Tuition	$1525.00	$1525.00
Activity Fee	60.00	60.00
Room	275.00	
Board	300.00	
Clinic Fee	20.00	20.00
Hospitalization Insurance	53.00	Optional
TOTAL:	$2233.00	$1605.00
Registration deposit on or before 5/4/73	$ 100.00	$ 100.00
By September 7, 1973	2133.00	1505.00
TOTAL:	$2233.00	$1605.00
2nd Billing		
Tuition	$1525.00	$1525.00
Room	275.00	
Board	300.00	
By January 22, 1974 TOTAL:	$2100.00	$1525.00
TOTAL CHARGES:	$4333.00	$3130.00

The Board of Trustees has specified that **all** tuition and fees are due on the dates indicated above. Any other arrangements must be made prior to such dates. The College reserves the right to evict students from dormitories and the dining hall, and to cancel registration unless the account is cleared. Past due accounts are subject to charges of one-half of one percent per month on the unpaid balance. Diplomas and transcripts are withheld from those who have not met their financial obligations to the College.

Three basic payment procedures are used:

- Standard Plan-Full payment by the dates shown above.
- Lake Forest College Installment Payment Plan.
- Scheduled payments by use of Insured Tuition Plan, Inc.

BILLING PROCEDURES

Student enrolling January 3, 1974:

	Resident	Non-Resident
Due December 28, 1973 (Detailed on page 96 as first ½ Term students)	$ 543.75	$ 393.75
Due January 22, 1974 (Detailed below as students enrolling at the beginning of the second billing period)	2166.50	1565.00
TOTAL:	$2710.25	$1958.75

Student enrolling January 29, 1974, the beginning of the Second Billing period:

Tuition (four courses)		$1525.00	$1525.00
Activity Fee		30.00	30.00
Room		275.00	
Board		300.00	
Clinic Fee		10.00	10.00
Hospitalization Insurance		26.50	Optional
By January 22, 1974	TOTAL:	$2166.50	$1565.00

Student enrolling March 4, 1974:

Tuition (three courses)		$1143.75	$1143.75
Activity Fee		25.00	25.00
Room		212.00	
Board		225.00	
Clinic Fee		10.00	10.00
Hospitalization Insurance		20.00	Optional
By February 22, 1974	TOTAL:	$1635.75	$1178.75

Students enrolling January 3, 1974 will be billed as special students the first one-half term period only. These charges will be made for each one-half term:

Tuition		$ 381.25	$ 381.25
Activity Fee		7.50	7.50
Room		62.50	
Board		75.00	
Clinic Fee		5.00	5.00
Hospitalization Insurance		12.50	Optional
By December 28, 1973	TOTAL:	$ 543.75	$ 393.75

No refunds are made to special students who subsequently withdraw.

Refunds

A normal course load for a full-time student is four courses in a billing period. Refunds are not given for reductions below the four course level in a billing period. All withdrawals must be made through the Office of the Dean of the College. The official date of withdrawal is that established by the Office of the Dean of the College.

Withdrawals

		AMOUNT REFUNDED	
1st Billing Period	**2nd Billing Period**	**Resident**	**Non-Resident**
On or before September 21, 1973	On or before February 7, 1974	$1900.00	$1375.00
On or before October 10, 1973	On or before February 25, 1974	1600.00	1150.00
On or before October 17, 1973	On or before March 11, 1974	1050.00	750.00
After October 17, 1973	After March 11, 1974	-0-	-0-

Other Expenses

Part-Time Students:		
Per course		$381.25
Auditing Students:		
Per course		100.00
(when the student is not enrolled full-time)		
Special Charges:		
Application Fee		$ 15.00
Extra course for credit		381.25
Music Fees (not for credit)		
Fall and Spring terms	per term	85.00
Winter term		50.00
Choir for credit as extra course		381.25
Late Registration Fee		5.00
Change in registration after classes begin		3.00

Directory

ADMINISTRATIVE OFFICES AND OFFICIALS

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Eugene Hotchkiss, President
Gordon E. White, Special Assistant to the President; Director of Financial Aid

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†**William L. Dunn,** Provost and Dean of Faculty
Friedhelm K. Radandt, Acting Dean of the Faculty

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Robert D. Amaden, Director, Deferred Gifts
Ellen C. Mosey (Mrs. Joseph G.), Director, Public Information
E. Stephen Ramsey, College Editor, Director, Publications
Ruth C. Sproat (Mrs. John G.), Director, Alumni Affairs

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John S. Munshower, Business Manager
Theodore R. Carlus, Controller Business Manager
William G. Breining, Manager, Printing
Donald T. Craft, Director, Security
Alvin H. Hanke, Director of Graduate Employment; Director of Conference Programs
Eugene Lewandowski, Purchasing Agent, Personnel Officer, Veterans Advisor
Lloyd F. Yakes, Manager, College Bookstore
Alphonse Zabor, Director, Physical Plant

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Norbert W. Necker, Associate Dean
Neil Barth (Mrs. Eugene F.), Assistant Dean
Mary Alice Bird (Mrs. John), Career Counselor; Coordinator/Off-campus Student Employment

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Esther DeMerritt (Mrs. John E), Cynthia Stork Gerber (Mrs. Jay T.), Associate Directors
Richard H. Leighninger, Assistant Director
David A. Recht, Admissions Counselor

OFFICE OF THE REGISTRAR
Ruthane I. Bopp, Registrar and Instructor in Mathematics

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Julia Katherine Harrison, Joan H. Lee (Mrs. Douglas), Joel Lee, ◆Sarah M. McGowan, Ruth Sharvy (Mrs. Robert L.), Assistant Librarians
Alan McCurry, Assistant to the Librarian

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COMPUTER SERVICES CENTER
David C. Cochran, Director and Assistant Professor of Mathematics

OFFICE OF PSYCHOLOGICAL SERVICES
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Charles F. Behling, Counselor and Assistant Professor of Psychology
†**Ronald H. Forgus,** Counselor and Professor of Psychology
Allan Markle, Counselor and Assistant Professor of Psychology

HEALTH SERVICES
Burton Adams, M.D.; **Paul Burgert,** M.D.; **Maurice Pickard,** M.D. (Physicians)
Dover Roth, M.D. (Psychiatric Consultant)

DORMITORY HEAD RESIDENTS, 1973-74
Gary Assarian and Steve Wagner, Blackstone Hall
Emmett Chapital, Bradley Lodge
Russell Richardson, Deerpath Hall
Helen Radl and La Don Jackson, Gregory Hall Mrs. Margot Rice
John Lazar, Harlan Hall
Jennifer Bond and Anne Glaser, Lois Hall
Richard Cohen, McClure Hall
Jacqueline White, Moore Hall
Susan Deaner and Roger Antin, Nollen Hall
Margot Rice and Darryl Cross, Roberts Hall
LaDon Jackson
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Michael E. Dau, Football and Handball Coach
Harriette M. Jauch, Women's sports
Charles N. Morrison, Ice Hockey Coach and Rink Manager
Karl B. Sutter, Swimming Coach
Nicholas J. Wasylik, Baseball Coach
Dennis Yanta, Wrestling Coach; Assistant Football Coach

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Harold Blake Walker (1956-70), Pastor (ret.), First Presbyterian Church of Evanston
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Dates in parenthesis indicate date of appointment; for Life Trustees, dates indicate term as Charter Trustee

James L. Donnelley (1974) 6/11 Director of Legal and Financial Affairs, R.R. Donnelley & Sons Co.

THE FACULTY

Eugene Hotchkiss (1970) A.B., Dartmouth College; Ph.D., Cornell University
President of the College

Martha Lydia Biggs (1937-1972), B.A., Lake Forest College; M.S., University of Illinois
Librarian, Emerita

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Professor of Mathematics, Emeritus

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Professor of History, Emeritus

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Beidler Professor of Physics, Emeritus

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Professor of Biology, Emerita

Edward Oscar North (1941-1963), B.S., Beloit College; M.S., Ph.D., University of Illinois
Professor of Chemistry, Emeritus

Bertha L. Reynolds (1946-71), B.S., Mississippi State Teachers College; M.S.C., University of Denver
Assistant Professor of Economics, Emerita

Ronald Boal Williams (1923-1967), B.A., M.A., Ph.D., State University of Iowa
Professor of Spanish, Emeritus

~~**Sterling Price Williams** (1927-1949), B.A., Polytechnic College; M.A., University of Texas; Ph.D., The University of Chicago~~ deceased 1/74
~~Professor of Philosophy and Psychology, Emeritus~~

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‡**Vincent B. Allison** (1973), B.A., M.A., Wesleyan University; Mus. B., School of Music of Yale University; M.A., Harvard University
Director of the College Choir

Robert A. Baade (1973), B.A., University of Wisconsin (Whitewater); M.A., University of Wisconsin (Madison)
Instructor in Economics

Neil R. Barth (Mrs. Eugene) (1972), B.A., Manhattanville College; M.A., Northwestern University
Assistant Dean of the College

Donald E. Bartlett (1958), B.A., William Penn College; M.A., Haverford College; B.D., McCormick Theological Seminary; Ph.D., Yale University
Professor of Religion on the William Bross Fund

Charles F. Behling (1968), B.A., M.A., University of South Carolina; M.A., Ph.D., Vanderbilt University
Assistant Professor of Psychology and Counselor, Office of Psychological Services

Kenneth C. Bennett, Jr. (1961), B.A., University of Wisconsin; M.A., University of Illinois; Ph.D., Indiana University
Associate Professor of English

~~**David I. Berg** (1958-59, 1965), B.A., Northern Michigan College; M.A., University of Michigan~~
~~Lecturer in French and Spanish~~

‡**Ernest C. Bonhivert** (1965), B.S., M.A., Northwestern University
Lecturer in Education

Ruthane I. Bopp (1960), B.A., Lake Forest College; M.A., Northwestern University
Registrar and Instructor in Mathematics

Ann D. Bowen (1952), Mus.B., Oberlin College; M.A., Columbia University; Mus.D., Northwestern University
Professor of Music

John R. F. Bower (1971), B.A., Harvard University; M.A., Ph.D., Northwestern University
Assistant Professor of Sociology and Anthropology

Warren Robert Carlin (1972), B.A., St. Bonaventure University; M.A., Laval University; Ph.D., Northwestern University,
Assistant Professor of French

David S. Cochran (1970), B.A,. M.Sc., Dublin University (Ireland); M.A., Ph.D., Dartmouth College
Director of the Computer Center and
Assistant Professor of Mathematics

Anne Meyers Cohler (Mrs. Bertram J.) (1973), B.A., The University of Chicago; Ph.D., Harvard University
Assistant Professor of Politics

††**Dan P. Cole** (1965), A.B., Columbia University; B.D., Union Theological Seminary; Ph.D., Drew University
Associate Professor of Religion

John Clifford Converse (1949), B.S., M.A., Kent State University
Assistant Professor of Dramatic Art and Director of Dramatics

John W. Coutts (1955), B.Sc., M.Sc., University of Manitoba; Ph.D., Purdue University
Professor of Chemistry

Rosemary E. Cowler (1955), B.A., New Jersey College for Women; M.A., Indiana University; Ph.D., Yale University
Professor of English

Michael Benet Croydon (1968), Associate, Royal College of Art (London)
Associate Professor of Art

Michael Edward Dau (1966), B.A., Lake Forest College
Physical Educator and Coach

Esther DeMerritt (Mrs. John E.) (1959), Grinnell College
Associate Director of Admissions

Marvin C. Dilkey (1955), B.A., DePauw University; Ph.D., Cornell University
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Bailey L. Donnally (1961), B.S., M.S., Auburn University; Ph.D., University of Minnesota
Professor of Physics

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Provost and Dean of the Faculty

Arlene Eskilson (1972), B.A., M.A., Roosevelt University
Instructor in Sociology and Anthropology

†**Roger J. Faber** (1965), B.S., Calvin College; Ph.D., Michigan State University
Professor of Physics

WILLIAM R. DUFFY (1973) B.A., ST. JOSEPH COLLEGE; M.A., PH.D., U. OF CHICAGO
INSTRUCTOR IN ENGLISH

Rafael A. Fernandez (1969), Doctor en Derecho, University of Havana; LL.B., University of Miami; M.A., The University of Chicago
Instructor in Art History

Gregory Allan Finnegan (1973), B.A., Raymond College of the University of the Pacific
Instructor in Sociology and Anthropology

Paul B. Fischer (1971), B.A., M.A., City College of New York; Ph.D., University of Massachusetts
Assistant Professor of Politics

Burton J. Fishman (1969), B.A., Occidental College; B.A., Peterhouse, Cambridge University; Ph.D., Princeton University
Assistant Professor of English

†**Ronald H. Forgus** (1958), B.Sc., M.Sc., McGill University; Ph.D., Cornell University
Professor of Psychology and Counselor, Office of Psychological Services

Phylis M. Frankel (Mrs. Jay) (1968), B.S., M.A., Ph.D., Northwestern University
Assistant Professor of Psychology; Director and Counselor, Office of Psychological Services

Dallas Edwin Frederick (1969), B.A., Ohio Wesleyan University; M.S., Ph.D., University of Michigan
Assistant Professor of Physics

†**Jonathan Fuller Galloway** (1966), B.A., Swarthmore College; Ph.D., Columbia University
Associate Professor of Politics

Jean-Luc Garneau (1964), B.A., Seminaire De Quebec; Certificats en Latin, Francais, et Linguistique, Universite Laval, Quebec; M.A., University of Illinois (Chicago Circle)
Lecturer in French

◆**William D. Gean** (1968), B.A., M.A., Ph.D., University of California (Berkeley)
Assistant Professor of Philosophy

Cynthia Stork Gerber (Mrs. Jay T.) (1973), A.B., Connecticut College.
Associate Director of Admissions

Frederic A. Giere (1962), B.A., Luther College; M.S., Syracuse University; Ph.D., University of New Mexico
Professor of Biology

Robert Bruce Glassman (1969), B.A., Columbia College; Ph.D., University of Pennsylvania
Assistant Professor of Psychology

Robert Morse Greenfield (1967), B.A., Occidental College; M.A., Ph.D., Columbia University
Associate Professor of English

Ronald P. Grossman (1967), B.A., Ph.D., The University of Chicago
Associate Professor of History

Francis B. Gummere, Jr. (1968), A.B., Trinity College (Connecticut); M.Ed., St. Lawrence University
Director of Admissions

Rosemary D. Hale (Mrs. George E.) (1946), A.B., Mount Holyoke College; M.A., American University
Professor of Economics

Forest W. Hansen (1963), A.B., Harvard College; M.A., University of Wisconsin; Ph.D., Johns Hopkins University
Associate Professor of Philosophy

ELOISE HAMANN (MRS. KENNETH), (1973) B.A. U. OF IOWA; A.M. CREIGHTON U.
LECTURER IN MATH.

Julia Katherine Harrison (1973), B.A., Diploma in Library Studies, University of London
Assistant Librarian

‡**Patricia Heaston (Mrs. Curtis)** (1971), B.S., Northwestern University; M.S., Illinois Institute of Technology
Instructor in Psychology

Ann Louise Hentz (1956), B.A., University of Rochester; M.A., Ph.D., Ohio State University
Associate Professor of English

H. Murray Herlihy (1957), B.A., University of Alberta; M.A., Ph.D., The University of Chicago
Professor of Economics on the Ernest A. Johnson Fund

‡**Robert E. Huhn** (1959), B.A., University of Akron; Mus.B., Oberlin College; Sac.Mus.M., Union Theological Seminary
College Organist

Harriette Morgan Jauch (Mrs. Richard F.) (1962), B.S., Northwestern University
Physical Educator

Tung Hon Jeong (1963), B.A., Yale College; Ph.D., University of Minnesota
Professor of Physics

◆**Frank E. Kirby** (1963), B.A., Colorado College; Ph.D., Yale University
Associate Professor of Music

Vincent Raymond Kling (1973), B.A., LaSalle College; M.A., Ph.D., University of Pennsylvania
Assistant Professor of German

Laura K. Klingbeil (Mrs. Jack E.) (1965), B.S., University of Detroit; M.S., Michigan State University
Instructor in Chemistry

David L. Krantz (1963), B.A., Brooklyn College; M.S., Ph.D., Northwestern University
Professor of Psychology

David Ronald Graham Lasocki (1973), B.Sc., University College (University of London); M.A., University of Iowa
Instructor in Music

Joann Harrington Lee (Mrs. Douglas) (1950-51, 1960), B.A., University of Missouri; M.A. in L.S., University of Michigan
Assistant Librarian

Joel M. Lee (1972), B.A., Oberlin College; M.A. in L.S., University of Chicago
Assistant Librarian

Richard H. Leighninger (1973), B.A., Blackburn College; M.A. in Ed., George Washington University
Assistant Director of Admissions

~~Arthur~~ Lessing (1965), B.A., Wesleyan University; M.A., Ph.D., Tulane University
Associate Professor of Philosophy

Charles A. Long (1973), B.A., Carleton College; Ph.D., Indiana University
Assistant Professor of Chemistry

Charles D. Louch (1957), B.A., The College of Wooster; M.S., Ph.D., University of Wisconsin
Professor of Biology and Secretary of the Faculty

Allan Markle (1972), B.S., University of Illinois; M.A., Ph.D., Georgia State University
Assistant Professor of Psychology

William B. Martin (1961), B.S., Franklin and Marshall College; Ph.D., Northwestern University
Professor of Chemistry

Alan Paul McCurry (1973), B.A., Lake Forest College; M.A., University of Virginia; M.A.L.S., Rosary College
Assistant to the Librarian

◆**Sarah M. McGowan** (1970), A.B., Wilmington College; M.A., University of Denver
Assistant Librarian

Claire Farley Michaels (Mrs. Robert J.) (1973), B.A., Ph.D., University of Connecticut
Assistant Professor of Psychology

Arthur H. Miller, Jr. (1972), B.A., Kalamazoo College; M.A. (English), M.A. (Librarianship), The University of Chicago; Ph.D., Northwestern University
Librarian

W. Gordon Milne (1951), A.B., A.M., Brown University; A.M., Ph.D., Harvard University
Professor of English

Alexander F. Mitchell (1965), M.A., (First Class Honors), University of Edinburgh; Diploma in Art, Edinburgh College
Professor of Art History

Christopher C. Mojekwu (1971), L.L.B., London School of Economics; L.L.M., Northwestern University; of the Honorable Society of Grays Inn, London, Barrister-at-Law
Associate Professor of Politics

‡**Carol Gayle Moodie (Mrs. Thomas)** (1966), B.A. Swarthmore College; M.A., Columbia University
Lecturer in History

Thomas Moodie (1965), B.A., Park College; M.A., Ph.D., Columbia University
Associate Professor of History

Charles N. Morrison (1973), B.A., Springfield College
Physical Educator and Coach

‡**Willis C. Mortensen** (1960-70, 1971), B.A., M.A., Northwestern University
Lecturer in Education

Norbert W. Necker (1967), B.A., Lake Forest College
Associate Dean of the College

John L. Nelson (1969), B.A., Lake Forest College; M.A., The University of Chicago
Director of Athletics and Instructor in Politics; Physical Educator and Coach

Herbert A. Nicholaus (1942), B.A., Lawrence College; Ph.M., Ph.D., University of Wisconsin; C.P.A. in Wisconsin and Illinois
Professor of Economics

Masako Murakami Osako (Mrs. George Ryoji) (1973), B.A., Radcliffe College; M.A., Ph.D., Northwestern University
Assistant Professor of Sociology and Anthropology

Aaron J. Owens (1973), B.A., Williams College; M.S., Ph.D., California Institute of Technology
Assistant Professor of Physics

Edward W. Packel (1971), B.A., Amherst College; Ph.D., Massachusetts Institute of Technology
Assistant Professor of Mathematics

Ramesh Nath Patel (1970), B.A., M.A., St. Xavier's College (University of Bombay); L.L.B., Government Law College (University of Bombay); M.A., Ph.D., University of New Mexico
Assistant Professor of Philosophy and of Religion

Walter W. Pese (1946), Abiturium Goerlitz; M.A., Ph.D., New School for Social Research
Professor of History

Carl F. Pinkele (1973), B.A., M.A., University of Iowa
Instructor in Politics

Eula E. Powers (1970), B.S., Stillman College; M.S., University of Illinois
Instructor in Biology

Friedhelm K. Radandt (1961-64, 1970), M.A., Ph.D., The University of Chicago
Acting Dean of the Faculty and Associate Professor of German

Edwin Clark Reichert (1946), B.A., University of Wisconsin; M.A., Ph.D., University of Minnesota
Professor of Education

Stephanie Riger (1973), B.A., M.A., Ph.D., University of Michigan
Assistant Professor of Psychology

◆**Donald E. Roos** (1956), B.S., M.A., Ph.D., Northwestern University
Associate Professor of Sociology and Anthropology

Robert S. Rosch (1972), B.A., J.D., Stanford University
Dean of the College and Assistant Professor of Politics

Richard R. Runge (1963), B.S., M.S., Ph.D., University of Illinois
Associate Professor of Biology

Franz Schulze (1952), Ph.B., The University of Chicago; B.F.A., M.F.A., School of the Art Institute of Chicago
Professor of Art

Ruth Baker Sharvy (Mrs. Robert L.) (1967), B.A., University of Wisconsin
Assistant Librarian

Ralph L. Shively (1965), B.S., M.A., Ph.D., University of Michigan
Professor of Mathematics

‡**Clara Louise Slack** (1958); B.S., Indiana State Teachers College
Lecturer in Education

‡**Pauline Slaughter** (1970), B.A., University of Illinois (Chicago Circle)
Instructor in History

Susan Bauman Slocum (Mrs. Thomas) (1971), B.A., Oberlin College; M.A., The University of Chicago
Instructor in Art History

Charles S. Smith (1962), B.A., Western Kentucky State College; M.A., State University of Iowa; Ph.D., Indiana University
Associate Professor of Mathematics and of Music

Janet Farrell Smith (1972), B.A., M.A., Columbia University
Instructor in Philosophy

George L. Speros (1963), B.S., Edinboro State College; M.A., Middlebury College; Ph.D., University of Madrid
Associate Professor of Spanish

Luretta D. Spiess (Mrs. Eliot B.) (1970) B.A., Radcliffe College; M.A., Ph.D., Harvard University
Assistant Professor of Biology

John G. Sproat (1963), B.A., San Jose State College; M.A., Ph.D., University of California (Berkeley)
Professor of History

Karl B. Sutter (1968), B.S., Indiana University
Physical Educator and Coach

M. LeRoy Thompson (1962), B.A., Concordia College: Ph.D., Indiana University
Associate Professor of Chemistry

Thomas J. Ticknor (1973), B.A., Kalamazoo College; M.A., University of Michigan
Instructor in History

‡**Frank H. Townsend** (1961), B.A., Williams College; M.A., Ph.D., The University of Chicago
Lecturer in Education

Robert James Troyer (1968), B.S., Ball State University; M.A., Ph.D., Indiana University
Professor of Mathematics

Leo F. Van Hoey (1972), B.S., College Pitzemburg (Belgium); M.A., Universite de Neuchatel (Switzerland); Ph.D., Northwestern University
Professor of Sociology and Anthropology

‡**Jo Ann Strateman Vogt (Mrs. Terry)** (1973), B.A., University of Nebraska; M.A., Ph.D., The University of Chicago
Lecturer in German

Arthur W. M. Voss (1941-42, 1946), B.A., M.A., University of Kansas; Ph.D., Yale University
Professor of English

‡**Martha D. Wasylik (Mrs. Nicholas J.)** (1968), B.S., Ohio State University; M.Ed., National College of Education
Lecturer in Art Education

Nicholas J. Wasylik (1958), B.S., Ohio State University; M.A., Columbia University
Physical Educator and Coach

James O. Watson (1972), B.A., University of Washington; M.S., Purdue University
Instructor in Economics

Kenneth L. Weik (1967), B.S., Northern Illinois University; M.S., Ph.D., Southern Illinois University
Associate Professor of Biology

E. Gordon Whatley (1972), B.A., Oxford University; A.M., Ph.D., Harvard University
Assistant Professor of English

Gordon E. White (1965), B.A., M.A., University of Colorado
Director of Financial Aid and Special Assistant to the President

Dennis Yanta (1973), B.A., Northwestern University
Physical Educator and Coach, Director of Intramural Sports

Frances Kahn Zemans (Mrs. Joel F.) (1973), B.S., University of Michigan; M.A., Ph.D., Northwestern University
Assistant Professor of Politics

Arthur Zilversmit (1966), B.A., Cornell University; M.A., Harvard University; Ph.D., University of California (Berkeley)
Professor of History

‡**Gaida M. Zuze** (1962), B.A., M.A., University of Texas; M.A., University of Colorado
Lecturer in Russian

Dates in parenthesis indicate year of original appointment to the faculty and length of service
‡Part-time teaching, 1973-74
†Sabbatical leave of absence, 1973-74
††Sabbatical leave of absence, Fall term, 1973-74
◆ Leave of Absence, 1973-74

THE ALUMNI ASSOCIATION

Through a network of Regional Councils under the governance of a national Board of Governors, the alumni keep aware of and active in the ongoing life of the College. The Office of Alumni Affairs is responsible for coordinating and promoting the various programs put forward by the Association and functions as the liaison between the Regional Councils and the College.

Among the many alumni volunteer activities is the Alumni Admissions Representative Program. Through it, alumni representatives assist the Admissions Office in identifying potential candidates for admission. The representatives also are frequently called upon to follow-up in their areas on students who are in various stages of the admissions process. Informal receptions for newly-admitted students and their parents, attended by the director of admissions and members of the faculty, are hosted each spring by the alumni. Other activities include: assisting the placement office in finding jobs for graduates or summer employment for currently enrolled students; supporting the academic-professional internship (work-study) program by making positions available to students; representing the College at appropriate civic and academic functions; assisting in the identification of fund raising potential among foundations, friends, and alumni; and helping to develop regional programs of local interest.

Locally, the Office of Alumni Affairs participates in activities designed to bring the college community and the greater Chicago area into closer contact by presenting student-faculty programs on campus and off, by arranging alumni-hosted informal buffet suppers for students, by conducting admissions representative workshops, and by coordinating arrangements for the annual Homecoming celebration. The Office also maintains files of current addresses and biographical data on all former students.

The Alumni Board of Governors, assisted by students, conducts the annual Alumni Fund, a program designed to provide financial support for the current operating expenses of the College.

The major College publication which provides a continuing relationship with the alumni is SPECTRUM, a tabloid published six times annually.

LIVINGSTON HOUSE CONFERENCE CENTER

Livingston House, the former residence of Lake Forest College Trustee Miss Lilace Reid Barnes, is a totally-equipped conference center located adjacent to the College campus. The building, constructed in 1908, and the surrounding 9½ acres of grounds are owned by the College and leased by The First National Bank of Chicago for the conference use of its employees and customers.

From time to time the facility is used for College functions and by civic groups in the Lake Forest-Lake Bluff community. Two meeting areas, the third floor conference room, and the main floor library provide seating space for up to 45 people. Livingston House's ten bedrooms can accommodate 15 overnight guests. All meals are prepared at the House and are served banquet style in the dining room. The lower level recreation area is equipped with a bar, game tables, and a sauna.

THE ADVANCED MANAGEMENT INSTITUTE (AMI)

The Advanced Management Institute (AMI), located on the College campus, offers management development programs for middle- and upper-management personnel in cooperation with more than 50 companies in the Chicago metropolitan area. The Institute confers both a certificate of management and a master of science in management degree, and holds special topic seminars under its continuing education program.

Participants in the Institute are selected from the middle management of the business and industrial firms which support the AMI and are located primarily in the north suburban Chicago area. Since World War II, the Institute has grown from an enrollment of 16 to more than 500. The majority of participants range in age from 30 to 44 and come from a wide variety of company departments and educational backgrounds.

Though the Institute is located at the College, its curriculum is not a part of the curriculum of the College.

The Presidents of Lake Forest College

Robert W. Patterson	1875-1877
Daniel S. Gregory	1878-1886
William C. Roberts	1886-1892
John Merle Coulter	1893-1896
James G. K. McClure	1897-1901
Richard Davenport Harlan	1901-1906
John Scholte Nollen	1907-1917
Herbert McComb Moore	1920-1942
Ernest A. Johnson	1942-1959
William Graham Cole	1960-1969
Eugene Hotchkiss	1970-

Geographic Distribution of Students 1972-73 (Excluding Summer Session)

Alabama	4	North Carolina	2	Greece	1
Arizona	11	Ohio	36	Hong Kong	4
Arkansas	4	Oklahoma	2	Iran	1
California	16	Oregon	1	Ireland	1
Colorado	16	Pennsylvania	43	Jamaica	1
Connecticut	55	Puerto Rico	2	Japan	2
Delaware	3	Rhode Island	5	Korea	1
District of Columbia	9	South Carolina	3	Lebanon	1
Florida	10	South Dakota	1	Mexico	1
Georgia	5	Tennessee	23	Monaco	1
Illinois	408	Texas	9	Peru	1
Indiana	11	Utah	1	Philippines	1
Iowa	6	Virginia	6	Sierra Leone	1
Kansas	3	Washington	1	Spain	1
Louisiana	6	West Virginia	7	Sudan	1
Maine	1	Wisconsin	12	Switzerland	1
Maryland	29		1064	Venezuela	1
Massachusetts	92				38
Michigan	16				
Minnesota	9	Argentina	2		
Missouri	11	Australia	1	TOTAL	1102
Nebraska	3	Brazil	2	Total States Represented	39
New Hampshire	4	Canada	2	Total Foreign Countries Represented	23
New Jersey	46	England	6		
New York	132	Germany	4		

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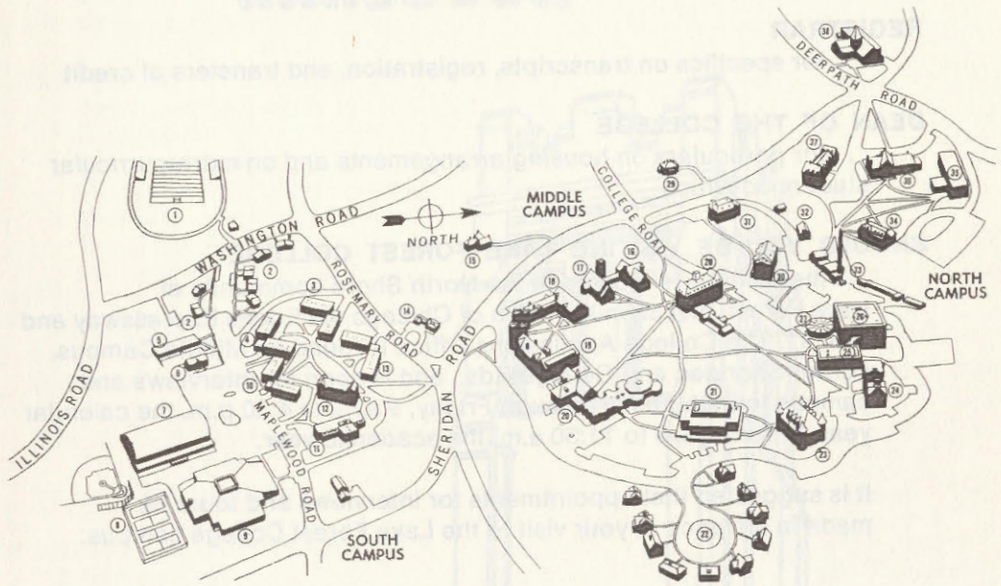
Campus Map



LEGEND

1. Farwell Field
2. Faculty
3. Gregory Hall
4. McClure Hall
5. Music Building
6. Industrial Management Institute
7. Alumni Memorial Field House, Ice Rink
8. Tennis Courts
9. Sports – Health Center
10. Roberts Hall
11. Hixon Hall
12. Moore Hall
13. Nollen Hall
14. President's House
15. Livingston House
16. Reid Hall
17. Holt Chapel
18. Blackstone Hall
19. Harlan Hall
20. Durand Commons
21. Donnelley Library
22. Faculty Circle
23. North Gym
24. Carnegie Hall
25. McCormick Auditorium
26. Johnson Science Center
27. Freeman Science Library
28. College Hall
29. Holt House
30. North Hall
31. Patterson Lodge (Admissions)
32. Ravine Lodge
33. Physical Plant
34. Bradley Lodge
35. Deerpath Hall
36. Durand Institute
37. Lois Durand Hall
38. Presbyterian Church

ADDITIONAL INFORMATION
about Lake Forest College is available by writing

DIRECTOR OF ADMISSIONS
. . . for admission forms, publications about the College, and materials outlining special academic programs on campus and off

DIRECTOR OF FINANCIAL AID
. . . for further details on requirements for and availability of financial aid

REGISTRAR
. . . for specifics on transcripts, registration, and transfers of credit

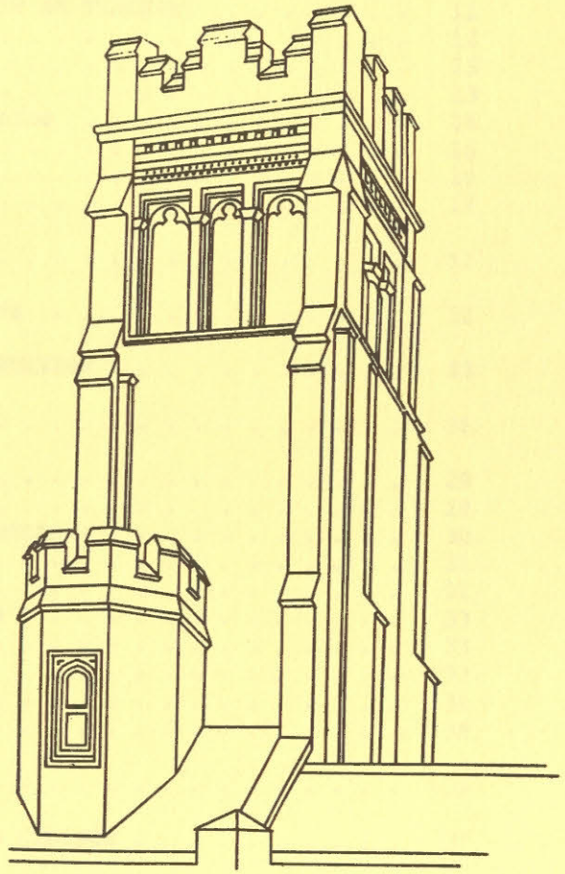
DEAN OF THE COLLEGE
. . . for particulars on housing arrangements and on extra-curricular student activities

SHOULD YOU BE VISITING LAKE FOREST COLLEGE
. . . the campus is located in the North Shore community of Lake Forest, just 32 miles north of Chicago via Edens Expressway and U.S. 41. The College Admissions Office is found on Middle Campus, corner Sheridan and College Rds., and is open for interviews and campus tours Monday through Friday, 9 a.m. to 4:30 p.m. the calendar year, Saturdays, 9 to 11:30 a.m. the academic year.

It is suggested that appointments for interviews and tours be made in advance of your visit to the Lake Forest College campus.

LAKE FOREST COLLEGE

FACULTY HANDBOOK



SEPTEMBER, 1973

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MEMBERSHIP OF THE FACULTY

Definition of Faculty

According to the bylaws of Lake Forest College adopted by the Board of Trustees on September 11, 1965, the faculty is defined as follows:

> The faculty shall consist of the President of the College, the Deans, the Professors, the Associate Professors, the Assistant Professors, the Instructors, the Lecturers, the Registrar, the Librarians, the Director of Admissions, the Associate and Assistant Directors of Admissions, the Director of Athletics and the other coaches.

There are four official ranks for full-time teaching members of the faculty. These are: professor, associate professor, assistant professor, and instructor. Full time appointment may be made to any rank and also to the classification of lecturer. The distribution of the faculty for the 1973-74 College year is as follows: twenty-seven professors, seventeen associate professors, twenty-four assistant professors, twelve instructors, and two full-time lecturers. In addition there are several part-time lecturers and instructors as well as some administrative officers who teach part-time.

Appointment to the Faculty

Faculty appointments are made by the Board of Trustees upon joint recommendation by the Department Chairman and the Provost and Dean of the Faculty to the President of the College, who in turn makes recommendations to the Committee on Academic Affairs of the Board of Trustees.

The Promotion and Tenure Subcommittee of the Faculty Personnel Policies Committee interviews all faculty candidates for full-time positions, and makes appropriate recommendations to the President and the Dean of the Faculty. The Committee on Academic Affairs reports to the Board for final approval. Criteria used are: adequate training for the particular position to be filled by the appointment, successful teaching experience, integrity of character, and scholarly interests. In the case of persons who have not taught before, evidence of probable teaching success based upon recommendations by persons in a position to make sound judgment is accepted.

Appointment to the faculty is annual until tenure is awarded, but the initial appointment is expected to be a continuing one unless at the time of the initial appointment it is specified that it is a one year appointment, without the intention or obligation of renewal.

Termination of continuing appointments will be in accord with the statement on 'Termination of Services' below.

In recruiting and appointing faculty, every effort shall be made

to obtain the best qualified person for the available position. If this effort results in a relationship in which one member of a family would be evaulated by another member, some substitute arrangement for such evaluation will be worked out. Other departmental faculty and/or a special committee appointed will function for the purpose.

Faculty Promotion and Tenure

Recommendations for promotion and tenure are made to the President by the Promotion and Tenure Subcommittee of the Faculty Personnel Policies Committee. Those faculty members to be considered for promotion are those recommended by the department chairman or the Dean of the Faculty (and not upon the application of the faculty members themselves). Consideration for tenure of a given faculty member comes, at the latest, at a time which would allow compliance with the College's policies for notice of non-reappointment (see page 8) and for granting of tenure (q.v.)--i.e., no later than by July 1 following the candidate's sixth year.

In the fall of the year during which a faculty member is to be considered for tenure, he is invited by the chairman of the Subcommittee to submit a statement of information on his own behalf, in which he may outline what he considers to be his record and achievements as he believes they may bear upon the tenure decision. A copy should also be sent to his department chairman, who will take this statement into account, along with other factors, when he makes his recommendation to the Subcommittee.

In addition, so that the Subcommittee may be aware of the entire situation within a given department when it considers one of its members for promotion or tenure, each department chairman is asked every autumn to submit to the Subcommittee evaluations of the performances of each of the people in his department below the rank of full professor.

The Subcommittee is a deliberative body, which meets with the Dean of the Faculty and the President to discuss the merits of each candidate's situation individually. In its deliberations it makes use of the guidelines of the Handbook (q.v.) and the April, 1971, "AAUP Statement on Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments." Neither of these sources is to be thought of as constituting an all-encompassing set of rules; that is, the Subcommittee may at times and in special cases employ criteria not specifically mentioned in these guidelines, but in no case will it employ criteria which contradict them.

The guidelines currently employed are as follows:

I. Standards for review of the candidate's teaching experience, research efforts, and general contributions to the College --

   A. Training and experience:

service to the College shall upon reappointment be given tenure.

4. Permanent tenure shall be interpreted to mean that the faculty member on tenure will, unless he resigns, be retained until he reaches retirement age or is dismissed for cause--cause to be interpreted as: financial exigencies of the College, professional incompetence, or moral delinquency. Before a faculty member can be dismissed for cause, his case must be considered by a committee of the faculty consisting of the two members of the General Policies Committee [now the Faculty Personnel Policies Committee] of the Faculty who have had the longest period of service at the College and the member of the Committee on Appointments, Promotions and Tenure [now the Promotion and Tenure Subcommittee of the Faculty Personnel Policies Committee] who has had the longest continuous service on that committee. If any faculty member on this committee is himself the accused or is to be a witness, his place shall be taken by the next ranking member of the regular faculty committee which he represents. The Committee shall meet with the President of the College, the Dean of the Faculty, and the Chairman of the Committee on Academic Affairs of the Board of Trustees (or his representative) to hear and discuss all the evidence in the case, the defendant and counsel, if any, permitted to be present and to speak. A verbatim record of the hearing shall be kept. Following the hearing, the faculty committee shall make a recommendation to the President and shall inform the faculty of its recommendation if this seems desirable to either the committee or the defendant.

5. Full time faculty members with the title of Lecturer are not eligible for tenure as long as they hold this title. If, however, a lecturer's appointment is changed to one of the "professorial" ranks, thus making him eligible for tenure, all of his years of full time service to the College will be counted in determining his eligibility for tenure.

6. The above provisions shall apply only to full time members of the faculty.

The following statement concerning the Physical Education staff was passed by the Board of Trustees on April 8, 1972:

Lake Forest College is committed to a concern for all aspects of the lives of its students, their bodies as well as their minds and characters. Toward that end, the College maintains a program of physical education, designed to provide physical fitness and certain skills in sports. The College also sponsors a wide variety of intramural and intercollegiate activities, which are seen as opportunities for students in recreation and in learning. The College believes, in short, in amateur athletics for professional students.

The Physical Education staff is employed and retained with a view toward serving students in the ways suggested above. Members of the staff, though not eligible for tenure, since that is a practice designed to assure

the academic freedom of the classroom teacher, may anticipate reappointment provided that program needs justify such appointment and as long as they continue to promote in a satisfactory manner those sports which the College sponsors, and continue to assist students to develop physical fitness and athletic skills. If there is dissatisfaction with their performance (e.g., ineffective coaching, lack of personal leadership, inadequate skill and/or effort), their services might be terminated. Due notice would be given in such an instance. The practice customary with faculty appointments and renewals would be followed with regard to "due notice" (q.v., the Faculty Handbook, pp. 8-9). Members of the Physical Education staff would be subject to an annual review (a practice which is also followed with regard to faculty appointments and renewals).

Academic Freedom

On May 8, 1965, the Board of Trustees adopted the following resolution on academic freedom:

1. Lake Forest College subscribes completely to the principles of academic freedom as set forth in the Statement of 1940 adopted by the Association of American Colleges, the American Association of University Professors, and other organizations.

2. If a member of the faculty believes that his academic freedom has been infringed by an action of the College, he may appeal through the President of the College or the Chairman of the General Policies Committee [now the Faculty Personnel Policies Committee] of the Faculty to the committee named in Section 4 of the resolution on academic tenure.

3. If an issue of academic freedom cannot be resolved satisfactorily locally and a member of the faculty should request the American Association of University Professors, to make an inquiry into his case, the College will offer full cooperation in the investigation.

At the same time the Board of Trustees also approved as College policy the following statement printed in the June, 1963, issue of the Bulletin of the American Association of University Professors:

(a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in

writing at the time of the appointment.

(c) The College or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

Termination of Services

If a faculty member, including one who does not teach but is classified as a member of the faculty, is considering an offer from another institution, the College expects him to abide by the standards recommended by the Association of American Colleges and the American Association of University Professors. These standards are printed in the March, 1961, issue of Liberal Education and are as follows:

Negotiations looking to the possible appointment for the following fall of persons who are already faculty members of other institutions, in active service or on leave-of-absence and not on terminal appointment, should be begun and completed as early as possible in the academic year. It is desirable that, when feasible, the faculty member who has been approached with regard to another position inform the appropriate officers of his institution when such negotiations are in progress. The conclusion of a binding agreement for the faculty member to accept an appointment elsewhere should always be followed by prompt notice to his institution.

A faculty member should not resign in order to accept other employment as of the end of the academic year, later than May 15. . . . It is . . . recognized that emergencies will occur. In such an emergency the faculty member may ask the appropriate officials of his institution to waive this requirement; but he should conform to their decision.

To permit a faculty member to give due consideration and timely notice to his institution in the circumstances defined in paragraph 1 of these standards, an offer of appointment for the following fall at another institution should not be made after May 1. . . .

Except by agreement with his institution, a faculty member should not leave or be solicited to leave his position during an academic year for which he holds an appointment.

The College assumes that the above conditions also apply to members of the faculty who do not teach, such as librarians, members of the admissions staff, coaches, and deans.

When the College no longer needs the services of a faculty member the following procedures apply:

Faculty members who have been in the employ of the College for less than one year will be notified no later than December 15 of that academic year that they will not be reappointed for the following year.

Non tenured faculty members who have completed at least one year of service in the employ of the College will be notified no later than July 1, and preferably earlier, that they will not be reappointed after the end of the academic year following the notification.

Affirmative Action

In keeping with a resolution of the Board of Trustees on April 8, 1972 relative to "Affirmative Action," the President of Lake Forest College has issued the following proclamation:

1. It is the stated policy of Lake Forest College that appropriate qualifications for and performance of specific duties are the basic criteria for the employment and promotion of all College academic and non-academic staff. Equal opportunity and treatment shall be provided in the hiring, retention, training, transfer, promotion, and upgrading of all employees, without regard to race, age, religion, color, national origin, or sex.

2. Therefore, as the President or Executive Officer of Lake Forest College, I hereby appoint the Provost as the Affirmative Action Officer, the Dean of the Faculty as the Equal Employment Opportunity Officer for Academic Personnel, and the Business Manager as the Equal Employment Opportunity Officer for Non-Academic Personnel. I hereby direct that an Academic Grievance Board and a Non-Academic Grievance Board be created, with each committee selecting its own Chairhead.

3. I further state that an individual in the position of responsibility for hiring that does not abide by the Affirmative Action policy will relinquish this authority for hiring to an Officer appointed by me, until such time as this individual accepts the Affirmative Action policy.

Grievance Procedure

At a meeting of the faculty on February 1, 1972, the following "Grievance Procedure" was adopted:

If any faculty member feels that he has cause for grievance in any matter other than dismissal proceedings for cause -- such matters as salaries, assignment of teaching duties, assignment of space or other facilities, and propriety of conduct -- he may petition the elected faculty grievance committee for redress. The petition shall set forth in detail the nature of the grievance and shall state against whom the grievance is directed. It shall contain any factual or other data which the petitioner deems pertinent to his case. The committee will have the right to decide whether or not the facts merit a detailed investigation. Submission of a petition will not automatically entail investigation or detailed consideration thereof. The committee may seek to bring about a settlement of the issue satisfactory to the parties. If in the opinion of the committee such a settlement is not possible or is not appropriate, the committee will report its findings and recommendations to the petitioner and to the appropriate officer and faculty body..., and the petitioner will, at his request, be provided an opportunity to present his case to them."

On November 7, 1973, the method of electing members of the Grievance Committee was modified as follows:

"The Grievance Committee will consist of three (or some number) members of the faculty who have tenure and who are elected at large. No department chairman, administrative officer, or member of the Faculty Personnel Policies Committee shall serve on the Committee."

"...the Chairman of the Personnel Policies Committee should send out a ballot containing the names of people eligible for the Grievance Committee. Each faculty member would vote for three people on this ballot. The names of the six people receiving the largest number of votes would then appear on a second ballot from which each voter would pick three names. The three people reveiving the largest number of votes would be the membres of the Grievance Committee and the person receiving the fourth largest number of votes would be an alternate member."

In the Bulletin of the American Association of University Professors, Summer, 1971, the following statement relative to the function of such a committee is made:

"Complaints of inadequate consideration are likely to relate to matters of professional judgement, where the department or departmental agency should have primary authority. For this reason, Committee A. believes that the basic functions of the review committee should be to determine whether adequate consideration was given to the appropriate faculty body's decision and, if it determines otherwise, to request reconsideration by that body.

"It is easier to state what the standard 'adequate consideration' does not mean than to specify in detail what it does. It does not mean

that the review committee should substitute its own judgment for that of members of the department on the merits of whether the candidate should be reappointed or given tenure. The conscientious judgment of the candidate's departmental colleagues must prevail if the invaluable traiditon of departmental autonomy in professional judgments is to prevail. The term 'adequate consideration' refers essentially to procedural rather than substantive issues: Was the decision conscientiously arrived at? Was all available evidence bearing on the relevant performance of the candidate sought out and considered? Was there adequate deliberation by the department over the import of the evidence in the light of the relevant standards? Were irrelevant and improper standards excluded from consideration? Was the decision a bona fide exercise of professional academic judgment? These are the kinds of questions suggested by the standard 'adequate consideration.'

"If in applying this standard the review committee concludes that adequate consideration was not given, its appropriate response should be to recommend to the department that it assess the merits once again, this time remedying the inadequacies of its prior consideration.

"Insofar as the petition for review alleges inadequate consideration, the functions of the committee which reviews the faculty member's petition should be the following:

(a) To determine whether the decision of the appropriate faculty body was the result of adequate consideration in terms of the relevant standards of the institution, with the understanding that the review committee should not substitute its judgment on the merits for that of the faculty body.
(b) To request reconsideration by the faculty body when the committee believes that adequate consideration was not given to the faculty member's qualifications. (In such instances, the committee should indicate the respects in which it believes the consideration may have been inadequate.)
(c) To provide copies of its report and recommendation to the faculty member, the faculty body, and the president or other appropriate administrative officer."

Responsibilities for the Academic Year

The on-campus responsibilities of members of the faculty begin with the first scheduled events each fall and extend through Commencement the following June. Unless prevented by reason of personal emergency, a faculty member is expected to be present at the first events in the fall and at the Commencement activities. If a professional meeting is held at the same time as these events, a member of the faculty may request of the Dean of the Faculty that an excuse be granted in order to allow attendance

at the professional meeting. Professional as well as personal summer activities, except as noted above, should be planned so that they do not begin before Commencement and do not end before the events that open the academic year in the fall.

Salaries of the Faculty

Following the April meeting of the Board of Trustees, at which time the budget for the following year is approved, it is customary to send written notice of his salary for the coming year to each member of the faculty.

The academic year of the College extends from September 1 to the following August 31, but teaching responsibilities, in general, extend only from September through June, the exact days varying from year to year. Salaries of full time members of the faculty are paid in twelve equal installments. Payment is made on the first business day of each month, beginning with September. Salary checks are placed in campus mail boxes unless the Business Office is instructed otherwise. Members of the faculty who are away from the campus when salary checks are distributed may have them mailed to them by leaving an addressed envelope with the Departmental Assistant in charge of payroll in the Business Office.

THE MEMBERS OF THE FACULTY AS TEACHERS

Teaching Duties

The Bylaws of Lake Forest College contain the following statements of faculty responsibility:

> It shall be the responsibility of each member of the faculty to teach those courses assigned to him as effectively as he can, giving his imagination wide range in order to find the techniques of instruction best suited to the particular course and engaging in reading and study designed to improve the quality of his teaching and to increase his knowledge. A member of the faculty shall not appoint anyone to perform his duties in the classroom without the approval, in each case of the President or the Dean of the Faculty.

Objectives

It is assumed that each teacher will work out carefully and later give to the students very early in the term the objectives which he envisions for the course and that in the light of these objectives he will clearly outline the scope of the course and attempt to make each lecture, discussion, or other experience connected with the class contribute to the attainment of these objectives. This means determining the best technique or group of techniques of instruction

suited to the particular course, including adequate testing. A faculty member can take advantage of the relatively small size of the faculty to discuss matters of intellectual interest with other members of the faculty not only in closely allied fields but in other academic areas far removed from his own field of specialization.

The interest which each faculty member has in the students in his class will be shown by his reasonable availability to them without letting them take advantage of him. Each faculty member is asked to set up and keep faithfully regular daily office hours, which should be posted just outside of the office door. Arrangements to see students by special appointment, when this is called for, should also be made.

Teaching Loads

At its meeting on May 30, 1972, the faculty accepted guidelines for the distribution of work loads which assume that each full-time member of the faculty will be engaged in teaching, research, and other College community service. The plan adopted is to be used in determining the departmental load, but may also be used for individual faculty members. Individual adjustments may need to be made, however, to allow for a class with an unusually heavy enrollment or to take into account the fact that only one course preparation is required in a given term.

The total work load is computed in "credits." For the present, the teaching and administrative credits should average thirty-two. These are in addition to committee assignments, scholarly work, and student advising which are expected of all faculty members in accordance with the guidelines for these duties stated above.

Teaching

A normal class counts as five credits. An independent study whether tutorial, or research (including senior thesis) will count as one credit. No greater load credit than six times the number of full time faculty equivalents in a department may be accumulated from independent study. For laboratory work, the number of credits will be the number of hours the course meets per week in class and laboratory together. For studio art, private music lessons, and physical education activity the number of credits is one-half the number of hours of such teaching per week. If a class is taught by more than one person, the credit on work loads for the class will be determined as though one person were teaching it and the credit will be distributed in a manner agreed upon by those teaching the course and the appropriate department chairmen. Teaching loads may not necessarily be equalized among individual faculty members within each year but will be adjusted so as to be equalized over a two or three year period.

Administrative Duties

The credit for serving as a department chairman will vary from three to five, the number in each case to be decided by the Dean of the Faculty after consultation with each chairman.

Research

Research and other scholarly work are expected to be a normal part of each faculty member's load. At least twenty per cent of a faculty member's time should be spent in this kind of activity.

Committee Service

Every faculty member is expected to serve, if asked, on one standing or ad hoc committee of the faculty and may be expected to serve, in addition, on one of the committees overseeing in interdisciplinary concentrations. Since committees vary in the amount of time and work required, an effort will be made to equalize this kind of responsibility over a period of time.

Student Advising

Each faculty member is expected to serve as academic adviser to as nearly a proportionate share of the student body as is possible. A faculty member whose official list of advisees exceeds a proportionate share by more than one-third will be considered to be carrying an overload of advisees and some adjustment will be made either by reducing his advising load in a subsequent year or by reducing his normal load in some other kind of activity.

Departmental Organization

The curriculum of the College is classified by departments and the members of the faculty who teach the courses offered in that department constitute the departmental faculty. The President of the College appoints a chairman of each department who is responsible for overseeing the academic activities of the faculty of the department. Department chairmen do not serve in this capacity after the academic year during which they reach the age of sixty years.

In order to carry out its responsibilities for the review of department chairmen as provided by the Governance Procedures, the Faculty Personnel Policies Committee adopted the following on March 15, 1973:

"Before reviewing the performance of a department chairman, the Committee will request the Dean of the Faculty to submit a letter of evaluation and offer the opportunity to each member of the department to discuss the re-appointment with either the Dean of the Faculty or the senior member of the Subcommittee on Promotion and Tenure."

The chairman of a department is asked to:

1. Preside at meetings of the faculty of the department which he calls to discuss matters of departmental concern.

2. Evaluate the services of the faculty of the department and report his evaluations at least annually upon request of the Provost and Dean of the Faculty.

3. Assume primary responsibility for collecting information about candidates for openings in the departmental faculty.

4. Assume responsibility for advising new members of the faculty in his department on problems of instruction and student relationships, where these are needed, for informing them about the grading system and College policies, and for introducing them to the College community.

5. Major responsibility for the quality of the library rests with the faculty. It is important that the members of the faculty in each department be thoroughly familiar with the library collection in their discipline and informed about available new publications from which additions to the collection can be selected. The chairman is responsible for approving the requests for new books and periodicals to be purchased from the departmental allocation.

6. Consider and act upon the requests of individual students to undertake independent study or senior thesis in the department and distribute the adviser load equitably between faculty members.

7. Act on the requests of individual students for admission to courses for which they do not have the class standing normally required.

8. Prepare an annual statement of needs for equipment, space, and student assistance for submission to the Provost and Dean of the Faculty. (These are requested in late November or early December for the fiscal year beginning June 1st of the following calendar year.)

9. Approve expenditures from the departmental budget for student assistance and equipment or from the general instructional supplies budget, if there is not a separate departmental budget. (Items bought from the general budget must ordinarily be requested at the time the budget is prepared.)

10. Check the monthly budget reports to see that they are correct and the expenditures are kept with the approved budget.

11. Order from the Printing Department the departmental stationery and other printed supplies needed. (The stationery is printed in standard form and carries the name of the department but not the names of individual faculty members.)

12. Prepare the proposed annual schedule of classes for the department upon request from the Provost and Dean of the Faculty.

13. Attend and participate in the meetings of all department chairmen with the Provost and Dean of the Faculty, called at least once per term.

14. See that textbook selections are given to the Bookstore. Careful estimates of numbers are needed, in order to minimize loss or unused copies.

Use of Student Assistants

On February 18, 1964, the faculty approved the following resolution:

"In the use of student assistants, the obligation for determining the requirements of a course rests with the instructor; likewise it is his exclusive responsibility to arrive at the student's final grade.

It is recognized, however, that in some courses a great deal of daily work is required (e.g., homework problems, exercises in grammar and translation, laboratory reports) which is immensely burdensome for the instructor to check, and which could be safely checked by able student assistants. The assumption is that such problems would be in the nature of practice rather than assignments which contribute to the final grade. Moreover, reading them would not require the professional authority that is presumably the instructor's alone. In the case of this kind of work, student assistants may be permitted to do the checking. The instructor should exercise care in selecting student assistants.

Schedule of Classes

The courses to be taught in each department during each of the three terms of the next college year are submitted to the Dean of the Faculty by the department chairman in the spring. The schedule is prepared for the entire year and approved by the Dean. Courses may not be added to the schedule except with permission of the Dean of the Faculty.

Regular day session students may not register for courses not on the schedule except with permission of the Dean of the Faculty. If such registration is permitted during the regular term, no additional compensation is provided for the faculty member. Faculty members are under no obligation to take on such extra students and students are discouraged from such registrations except where it is a matter of necessity.

Secretarial Services

Secretarial services are provided in most of the classroom buildings, but all buildings are not served by full-time secretaries. The schedule of hours is available each fall. Members of the faculty may take tests, syllabi, and letters for typewriting and duplicating to the appropriate faculty secretary. Manuscripts will be typed, but materials for current class use and letters will have prior claim on secretarial time.

Multiple copies of materials for distribution to classes, unless they are only two or three pages in length, cannot be completed on short notice. More extensive uncopyrighted texts must be requested well in advance of the time they are needed, and are to be sold at cost through the College Bookstore. Students will be expected to make their own machine copies of copyrighted materials from journals or books where this is allowed. If such materials are not available to them for copying, the faculty member may arrange for an appropriate number of copies to be placed on library reserve. Students may then make their own copies from these reserve copies if they wish. (A coin-operated copying machine is available for students use in the library.) Free copies of text materials will not be made available to students.

FACULTY REGULATIONS

Each member of the faculty is asked to cooperate with the following specific faculty regulations:

1. Student Papers

   On May 15, 1962, the faculty adopted a resolution "strongly recommending that each student be required to write two short papers in each course which he takes throughout his college career, unless the course is not adapted to such a requirement," and "pointed out that such papers should be evaluated for content and form and that revisions of them should be required." Turabian's Manual for Writers of Term Papers, Theses, and Dissertations has been chosen as the style guide for the College as a whole and is recommended for use in all classes.

2. Academic Honor Code

   The student Handbook, beginning on Page 4 describes the academic honor code and gives the responsibilities of both faculty and students under it.

3. Class Attendance

   On May 2, 1972, The Faculty took the following action with respect to class attendance:

Because classroom activities -- lectures, discussions, questions, and answers -- are intended to assist students in the learning experience in the course of study in which they are enrolled, it is expected that they will avail themselves of the opportunity to attend class sessions whenever possible. While the decision to attend class or not may in most cases be left to the student's discretion, there are certain kinds of class sessions in which it is impossible to carry on the work of the class unless the students is present. For this reason each member of the faculty has the perogative of establishing specific attendance regulations which, in the instructor's opinion, are best suited to the course. To be in force, these specific regulations must be given in writing to the members of the class at the beginning of the course. If the faculty member in charge of a given course believes that an attentance regulation should be applied to a student that is not applied to the class as a whole, the faculty member may do so by informing the student in writing what the restriction is and the reasons for it. A copy of this notice is to be sent also to the student's adviser and to the Dean of the College.

Students who are required to miss class meetings because of a conflict with a college approved event are officially excused but will be expected to make up any work missed and will be allowed to do so in a manner approved by the faculty member whose class is missed. If "make-up" is not feasible, the student may not be penalized for the absence from the class.

4. Class Meetings

It is expected that classes will meet regularly and that they will take place at the scheduled time. An unavoidable absence of a teacher from the class should be reported to the Chairman of the Department or the Provost and Dean of the Faculty, if the Chairman cannot be reached. This report should be made in advance of the absence, if possible.

When a faculty member attends a professional meeting he should make appropriate arrangements with the department chairman for taking care of his classroom responsibilities during his absence.

Promptness in beginning and dismissing classes is important in maintaining the schedule. In the six buildings in which most of the College classes are held, buzzers ring for the opening and closing of each class period.

5. Examinations

Final examinations must follow the published schedule. They may not be given to individual students prior to the beginning of the final examination period, but a faculty member is free to arrange an

individual examination any time during the examination period if he feels that the student's request for such a change is justified. The examination for the rest of the class must be given at the scheduled time.

In lieu of a final examination in a course, term papers may be assigned, but in such a case the students are entitled to have until the end of the scheduled time for the examination to submit their term papers.

On May 17, 1960, the faculty passed the following regulation regarding the placement of final examinations in the library for student use: "If a particular final examination is returned to the student, the faculty member shall place a copy of this examination in the library for the use of future students who take the course."

On May 2, 1967, the faculty adopted the following resolution relative to the keeping of examinations and term papers by faculty:

> Examination papers, particularly final examination papers, and term papers, if not returned immediately to students, are to be kept at least for one term before they are destroyed, so that they will be available for examination by students. It is understood that papers from the spring term will be kept through the fall term. Faculty members leaving the College are asked to leave their record books with the department chairman or, if they do not wish to do so, to accept the obligation to keep these record books for at least a year in order that they will be available for checking records if this is necessary.

6. Grade Reports

Grade reports for failing, barely passing, or incomplete work are made to all freshmen students at midterm. Final grade reports are mailed to students at their homes at the close of each term.

Periodic analyses of grade distribution are made by the Registrar and these are made available to the faculty.

7. Confidential Treatment of Records

On May 6, 1969, the faculty approved the following: "Materials submitted in support of application for admission must be confidential within the faculty and professional staff."

On April 4, 1967, the faculty approved the following: "To minimize the risk of improper disclosure of information, a student's academic record should be kept separate from his disciplinary record.

The face of a student's academic record (and therefore a transcript of his record) should carry, in addition to the usual information concerning courses and grades, the statement that unless otherwise noted, the student is in good academic standing. Additional permanent notations on the face of the academic record should be limited to: academic probation, dismissal for academic reasons, and dismissal for non-academic reasons. (See also page 22, section 8.)

8. Academic Evaluation and Appeal Procedure

The Student Handbook on Page 3 gives the procedure that a student may follow if he feels that his work has been unfairly evaluated by a faculty member.

ADMINISTRATIVE REGULATIONS

Compliance with the following administrative regulations is also requested:

1. Desk Copies

Since most publishers will supply desk copies free, the Bookstore has prepared forms which can be used to order these desk copies. They should, of course, be ordered in plenty of time so that they are here when classes begin. In a few cases, particularly when the texts are paperbacks or are imported, desk copies may not be available. We do not want a faculty member to have to pay for the text books used in the course and in these cases the College will purchase the text books, but we do not like to have to pay for those copies that will be supplied by the publisher. Any textbook taken from the Bookstore must be signed for by the faculty member and by the Dean of the Faculty. The book will be charged until it has been replaced by a desk copy.

2. Smoking

No smoking is allowed in any classroom (except seminar rooms), studio laboratory, library lounge areas, the auditorium, the fieldhouse, or the Chapel. Faculty members are asked to cooperate with this regulation by refraining from smoking in these places and by requiring student adherence to this rule.

3. Safety

Lake Forest College has recently become subject to the Federal Occupational Safety and Health Act of 1970. The purpose of the Act is to assure safe and healthful conditions of work for everyone. Since we are required to maintain injury and illness records, your concern for safety and your cooperation in reporting is essential if we are to have an effective program.

Each faculty member is asked not only to exercise care but to report dangerous working conditions, such as slippery floors, inadequate wiring, sidewalk hazards, etc. Everyone is asked also to report accidents on forms available from Mr. Lewandowski of the Personnel Department and to attend meetings and films on safety and health when they are offered. Those in charge of laboratories, in particular, are asked to know the appropriate safety regulations and see that they are observed.

4. Telephone

The Business Office is in charge of the telephone exchange. Incoming calls will reach the offices of faculty members from 8:30 a.m. to 9:00 p.m. Monday through Friday. On Saturday the hours are 9:00 a.m. until 5:00 p.m., and on Sunday 12:00 noon until 5:00 p.m. Outgoing calls to the following communities may be made by dialing 7 first and then the number being called. All other calls are to be placed with the College switchboard operator, who is on duty from 8:30 a.m. to 5:00 p.m. Monday through Friday.

Aptakisic	Gurnee	Lake Forest	Prairie View
Bannockburn	Half Day	Libertyville	Riverwoods
Deerfield	Halsey Village	Lincolnshire	Roundout
Downey	Highland Park	Long Grove	Vernon Hills
Forrestal Village	Highwood	Mettawa	Wadsworth
Fort Sheridan	Indian Creek	North Chicago	Waukegan
Green Oaks	Lake Bluff	Park City	Wilson
Great Lakes			

5. Departmental Purchases

Certain departments have departmental budgets for instructional equipment and supplies. Other departments which occasionally order instructional equipment are asked to anticipate these needs when the budget for the following year is prepared and request budget allocations for them. One budget allocation is made for all other departments together.

Purchase requisitions are submitted by the chairman of the department to the Dean of the Faculty for approval. A manual on purchasing is issued by the Business Ofice and the procedure is outlines in it.

Requests for budget allocations to cover wages to students assistants are made to the Dean of the Faculty. Employment of an individual student must be arranged with the Financial Aid Office and hourly wage scales are prescribed by the College.

Purchases of supplies for office use and examination booklets may be made at the Bookstore. Items purchased are listed on a charge slip. All faculty office supplies are charged to one account, the number for which is 710-5.

In order to reduce costs of printing letterhead paper for correspondence, each member of the faculty is asked to request departmental stationery of the Chairman of the Department rather than directly of the Printing Department. This will enable departmental needs to be pooled. Because changes in faculty personnel may make stationery with names printed on it obsolete, the policy now in effect in administrative offices will be followed in printing departmental stationery. Only the name of the department will be printed in addition to the Lake Forest College heading common to all College stationery. You are asked to use less expensive plain paper and the reusable or plain envelope for campus mail rather than the printed stationery supplied for off-campus correspondence and for official on-campus College correspondence.

6. Mail

The faculty mail boxes are located in College Hall. Mail distribution to the boxes is made by the Business Office. Each faculty member is asked to check his assigned mail box regularly since announcements as well as United States mail are distributed through these boxes.

Outgoing mail should be deposited by 4:00 p.m. in order to have metered postage attached. The slots for deposit of United States mail and campus mail are located in College Hall. The name of the office or department sending the mail should be placed on the envelope.

7. Additional Employment

A currently enrolled student or his family may not engage a faculty member to render a service to the student for pay. This policy prohibits a faculty member from tutoring a student or counseling with him for pay, whether he is in one of the faculty member's classes or not.

A full time faculty member may not accept a part time position during the regular College year (September to June) without the prior consent of the Provost and Dean of the Faculty. This policy is not intended to discourage a member of the faculty from giving individual lectures or from writing articles, for either of which he may receive a fee, but is intended to cover outside teaching responsibilities, regular consulting, and similar activities that may regularly take up the faculty member's time.

8. Rights of Privacy for Faculty, Staff, and Students

The College desires to protect its undergraduates and employees from improper disclosures of information, violating the confidential relationship appropriate between an educational institution and its

personnel. Accordingly, it is our official policy not to send transcripts of record to other colleges or universities, to prospective employers, to government agencies or anywhere else except at the specific request of the student or the graduate himself. The same policy applies to information concerning any student's activities outside the classroom: membership in organizations, disciplinary difficulties, participation in demonstrations, etc. These are matters of confidence, and the College will not disclose them to anyone unless the student authorizes such release. Any official written communication from the College should be requested in writing by the student. Informal, verbal references in conversation or by telephone should be ruled by caution and restraint, seeking to protect the individual from disclosures that are properly matters of private record and not for public information. Any item that is already public, i.e. the fact of attendance at or graduation from the College is obviously not confidential and need not be treated as such. (See also page 19, section 7.)

Any person on the College payroll deserves similar protection. No information should be transmitted to any source without specific request and authorization by the individual concerned.

9. Security

Losses of College owned equipment have been heavy in recent years. Faculty are asked to lock the doors of their offices when they are unoccupied and to keep secretaries' offices, equipment rooms, and laboratories locked except when they are in use. Outside doors of buildings should be kept locked when they are scheduled to be closed. When a faculty member uses his outside door key to enter a building, he or she should be careful to see that the door is locked after use.

Keys for offices, classrooms, and laboratories are available to faculty upon requisition from the office of the Physical Plant. Forms requesting the keys are obtained from the Dean of the Faculty, whose approval is required. Faculty may request that keys be issued to individual students to enable them to enter rooms in classroom buildings, but each requisition must be signed by the faculty member, the student, and the Dean of the Faculty. Master or sub-master keys are not issued to students and faculty members are asked never to lend such a key to a student.

THE FACULTY IN POLICY FORMATION

The governance system now in use on the campus was adopted by the faculty, the student body, and the trustees in April, 1972. It is contained in a separate section of this Handbook.

According to the Bylaws of the College:

It shall be the function of the faculty to sit as a legislative body and, subject to the veto to the President, to adopt rules and regulations governing the academic requirements of the student body and recommend the granting of degrees in course. The faculty shall keep a book of minutes of its meetings.

1. Meetings

Meetings of the faculty are held regularly on the first Tuesday of each month. The last faculty meeting of the year is held the day before Commencement, at which time the faculty recommends the candidates for degrees. By action of the faculty on March 16, 1954, "attendance at faculty meetings is compulsory unless other College business interferes."

2. Voting

According to the action of the faculty on May 18, 1965:

Voting privileges are for those members of the faculty who teach a full course load or who have duties equivalent to a full course load.

In addition, those part time members of the faculty who are in their second year on the faculty, who teach a minimum of three courses per year, and who agree to attend faculty meetings on a regular basis may be extended the privilege of voting if approved by the faculty. This action was taken by the faculty on November 17, 1964.

3. Rules of Procedure

At its regular meeting on November 4, 1969, the faculty approved the following statement on procedure:

A. That the faculty adopt Robert's Rules of Order (current edition) as its manual for parliamentary procedures, and that the faculty, because of its size, conduct debate in the manner described by Robert as "Informal Consideration" -- since "Formal Debate" would, for example, limit any speaker to only two statements on an issue.

N.B. If Robert's Rules of Order is adopted, the faculty should be aware that the following would be in effect:

1. A quorum is a majority of all members.
2. Suspension of the rules can be effected only by a 2/3 vote. (2/3 of those present and voting.)
3. Calling the previous question can be effected only by a 2/3 vote.
4. There shall be no voting by proxy.

5. Rules that protect absentees cannot be suspended; e.g., no new business could be introduced at a meeting specially called for another purpose.

B. That the faculty appoint a parliamentarian to rule on matters of procedure.

C. That regularly scheduled meetings convene at 4:00 p.m. and adjourn no later than 5:30 p.m.

D. That substantive matters to be brought before the faculty must be channeled through committees, with the following provisions for exceptions:

1. If any individual, having presented an item to a committee for its deliberation and recommendation, feels that the committee is not acting on the matter with sufficient dispatch, he may, with at least one week's prior notice to the faculty in writing, request that the faculty at its next meeting vote on directing the committee to consider the matter and report on it within a specified period of time.

2. Subsequent to this, if the committee reports back but recommends no action and if the individual is still dissatisfied, he may then request the faculty, again with one week's notice in writing, to suspend its rules and to consider his own proposal.

E. That committee reports requiring faculty action must be distributed in writing a week before the meeting at which the report is to be considered.

F. That if any committee has a proposal to bring to the faculty of such importance that it feels the issue should be supported by more than a simple majority of the faculty, the committee can make a corollary proposal that a 2/3 vote be necessary for passage of the proposal. The faculty would then vote on the procedural motion (a majority vote) before voting on the substantive issue.

4. Dissemination of Information from Faculty Meetings

On May 18, 1965, the faculty approved the following resolution:

"All formal actions taken at faculty meetings will be reported to the campus community within 24 hours by the Dean of the Faculty, the statement to be approved by the Secretary of the Faculty prior to release. All actions will be reported unless there is a formal instruction to the faculty to the contrary. Copies will be sent to each faculty member, to representatives of the Student Government, and to

the student newspaper. Until the statement has been released, the faculty and others eligible to attend meetings are required to refrain from revealing or discussing the actions with anyone except those entitled to attend meetings of the faculty. Meetings of the faculty are regarded as closed and confidential and such matters as motives, reasons, discussions, distribution of votes, and positions taken by individuals shall not be disclosed at any time. This is not to be construed as prohibiting a faculty member from expressing his own views on issues involved as long as this is not identified with the discussions in the faculty meetings.

5. Secretary

The Secretary of the Faculty is elected by the faculty in accordance with the procedure adopted October 20, 1959:

> Each member of the faculty shall vote for a first and second choice at the time of the election of the members of the General Policies Committee...; the two persons receiving the highest number of total votes (both first and second together) will be placed on a ballot and each member of the faculty will vote for one of these two. The Secretary shall be elected for a three-year term. The most recent election took place in June, 1972.

FACULTY COMMITTEES

The College governance plan provides for the following standing committees, councils and boards. Functions, procedures, and manner of selection of members are described in the section of this Handbook dealing with College governance:

I. College Policies
   - College Council
   - Faculty Personnel Policies Committee and its Sub-committee on Promotions and Tenure
   - Long-Range Planning Committee for Academic Goals

II. Academic Policies
   - Academic Policies Committee
   - Academic Appeals Board
   - Educational and Research Resources Committee

III. Campus Policies
   - College Life Committee
   - Co-Curriculum Committee

In addition to these the College Scholar Committee, the Grievance Committee, and the Coordinating Committee on Black Faculty Recruitment are standing committees of the faculty. Faculty members also serve on the student judicial committees and represent the faculty at meetings of the Board of Trustees and on committees of the Board of Trustees.

Committee assignments for 1973-74 are:

College Council

Mr. Coutts (3 yr.)	Division III
Miss Cowler (2 yr.)	Division I
Mr. Grossman (1 yr.)	Division II
Mr. Krantz (1 yr.)	At large

Faculty Personnel Policies Committee

Mr. Donnally (3 yr.)
Mr. Schultze (1 yr. substitute)
Mr. Troyer (1 yr.)
Mrs. Moodie (3 yr.)
Mr. Bartlett (2 yr.)
Mr. Sproat (1 yr.)
(The first three named faculty members of this committee constitute the Sub-committee on Promotion and Tenure.)

Long Range Planning Committee for Academic Goals

Mr. Herlihy (Chairman)
Mr. Glassman
Mr. Cole

Academic Policies Committee

Mr. Hansen	One year term - Division I
Mr. Greenfield	Two year term - Division I
Mr. Moodie	One year term - Division II
Mrs. Hale	Two year term - Division II
Mr. Packel	One year term - Division III
Mr. Thompson	Two year term - Division III

Academic Appeals Board

Mr. Giere (Chairman)
Mr. Van Hoey
Mr. Garneau

Educational and Research Resources Committee

Mr. Milne (Chairman)
Mr. Mitchell
Mr. Jeong
Mr. Fischer

College Life

Mr. Behling	One year term
Mr. Bower	Two year term

Co-Curriculum Committee
Mr. Frederick
Mr. Zilversmit

College Scholar Committee
Mr. Martin (Chairman)
Mr. Behling
Mr. Whatley

Student judicial committee assignments for 1973-74 are:

Committee on Dispositions
Mrs. Spiess

Conduct Board and Judicial Council
Mr. Markle
Miss Powers

Appeals Panel
Mrs. Klingbeil
Mr. Mojekwu
Mr. Shively
Mr. Sutter
Miss Smith
Mr. Weik

Faculty Representatives to the Board of Trustees and its committees for 1973-74 are:

Board of Trustees
Miss Cowler
Chairman of Faculty Personnel Policies Committee or other member

Committee on Academic Affairs
Chairman of Academic Policies Committee
Chairman of Faculty Personnel Policies Committee

Committee on Student Affairs
Mr. Behling
Mr. Bower

Committee on Property and Operations
Mr. Reichert

Committee on Development and Public Relations
Mrs. Hale

Committee on Finance
Mr. Coutts
Mr. Runge

Committee on Athletics
Mrs. Lee
Mr. Shively

FACULTY FRINGE BENEFITS

Retirement

The College provides a retirement program through the Teachers' Insurance and Annuity Association. The following provisions apply:

Only full time members of the faculty are eligible for participation in the T.I.A.A. - C.R.E.F. retirement program, except that a faculty member otherwise eligible who is temporarily on a part time appointment or on leave of absence is continued in the program, the contribution to be based on the actual salary paid during the time he is on reduced salary.

Members of the faculty in the ranks of professor and associate professor are eligible for participation.

Members of the faculty in the rank of assistant professor are eligible for participation if they have been full time members of the faculty for three years or if they reach thirty-five years of age and have been full time members of the faculty for at least two years. (The Board of Trustees may waive these requirements for eligibility in individual cases, provided that the faculty member has had five years of full time teaching experience or already has a T.I.A.A. contract.)

Instructors and full time lecturers are ordinarily not eligible for participation but, if individually approved, they may participate on the same basis as assistant professors.

Administrative officers and other professional employees in administrative offices participate on the same basis as the academic rank in which their salaries fall.

Lake Forest College makes the entire required contribution to the T.I.A.A. - C.R.E.F. for eligible members. In some cases, however, members of the faculty make an additional contribution from their salaries, which can be done by salary "reduction" rather than salary "deduction." Information about this option may be obtained from the Dean of the Faculty or from the Controller. For those whose appointments were effective prior to September 1, 1972, the following percentages apply:

Professors	15%
Associate Professors	12 1/2%
Assistant Professors, Instructors, and Lecturers	10%

For those whose appointments are effective beginning September 1, 1972, the percentage is 10% for all eligible participants.

The policies may not be surrendered for a cash settlement except under unusual circumstances, as determined by the T.I.A.A. If a faculty member leaves the College he carries his policy with him and the College contributions remain credited to the faculty member.

Faculty members are covered by the Federal Social Security program.

Retirement occurs at the close of the academic year during which the faculty member reaches the sixty-fifth anniversary of his birth date. Members of the faculty who reach the age of sixty-five after August 31st will retire at the close of the following year. Benefits will continue until the end of August, even though teaching duties have ceased in June. By invitation of the College, a faculty member may accept reappointment annually as a part time teacher for three years after reaching retirement age. Tenure ceases at age sixty-five.

Voluntary retirement, carrying emeritus status, may be elected by a faculty member between the ages of sixty and sixty-five. A faculty member who chooses to retire and is granted emeritus status before age sixty-five is no longer considered to be on tenure.

Faculty Dependents' Tuition

Lake Forest College will contribute toward the costs of college tuition of sons and daughters who are dependents of faculty members. For those faculty members whose appointments were effective prior to September 1, 1972, the contribution is the actual cost of tuition up to a maximum of $2,750. For those whose appointments are effective September 1, 1972 and thereafter, the contribution is the actual cost of tuition up to a maximum of thirty-five per cent of the tuition at Lake Forest College at the time. No contribution will be made to cover costs not included in the comparable charge to other students who attend Lake Forest College. This means that room, board, student insurance, activity fees, and like items are excluded. The payment, which is made directly to the college or university in which the son or daughter is enrolling, is continued until a total of four academic year of undergraduate work has been subsidized or until a baccalaureate degree has been awarded, whichever time is less. Graduate or post-graduate professional work will not be subsidized. Subsidy ceases when the faculty member reaches the normal retirement age or upon death of the faculty member before retirement, except that if death occurs

during an academic year the subsidy will be paid for the remainder of the academic year.

Faculty members, their spouses, and children will receive free instruction in regular classes. An admission fee of $15 is charged at the time of first registration for credit and the student activity fee must be paid by the student. Private lessons and tutorial and independent study are not included. Application for this benefit must be made in advance by a designated time each year.

Insurance Program

Health and life insurance programs for the full time faculty and all other full time employees is provided. The details of the plan are outlined in a booklet available from the Business Office. The College pays the health insurance premium for the employee and for his family. Children over 14 days and under 21 years of age are covered and children over 21 who are students are covered if the employee is entitled to an income tax deduction for the child.

Life insurance and accidental death and dismemberment benefits in the amount of one and one-half times salary (up to $40,000 coverage) is carried by the College at no cost to the faculty member. This insurance decreases by 5% at the beginning of the academic year after the faculty member reaches the fifty-fifth anniversary of the date of his birth and each year thereafter decreases by 5%, calculated to the nearest $100.

The College provides a salary continuation insurance plan for all full time members of the faculty and for administrative officers of the College. This fringe benefit provides income for an indefinite period of total disability after three months from the beginning of the disability. The premium will be paid by the College. The first three months of full salary is paid from the current salary budget. The insurance company pays 66 2/3% of the monthly salary up to a maximum of $1,000 of payment per month during the period of disability. The T.I.A.A. premium, if the faculty member or administrative officer is on T.I.A.A., is also paid by the insurance company.

The insurance program is administered by the Business Office.

Leaves of Absence

Applications for sabbatical leaves are received by a designated time each fall for the following academic year from members of the faculty on tenure who have completed six years at Lake Forest College and who have not reached the sixtieth anniversary of their birth dates. Seniority as well as the purpose of the leave will be primary considerations in determining those to whom leaves of absence will be awarded. It is expected that research, writing, or post-doctoral study will be the usual activity. Leave will be for a full year at three-fourth salary or for one term at

full salary and is contingent upon finding an adequate replacement. Eligibility for sabbatical leave is not a guarantee that leave will be granted.

In addition, leaves of absence without salary may be granted upon application if the intended use of the leave seems to be in the best interests of the College as well as the faculty member and if a suitable replacement can be found.

Leaves usually should not be more than a year in length nor come more frequently than once in three years. Exceptions to thia rule are possible for such purposes as the public service.

Leaves of absence for up to one year will not ordinarily affect normal consideration of a faculty member for a salary increase, for promotion, or for eligibility for tenure. If an exception to these policies is to occur, notice of such exception must be given to the faculty member in writing at the time the leave of absence is granted. A non-tenured member of the faculty may, therefore, unless informed otherwise in advance or unless he requests that it not count, assume that a single year or less of leave will count toward the time required before tenure is granted. A tenured member of the faculty will not, however, be allowed to count a leave of absence toward eligibility for a sabbatical leave of absence except as provided in the above second sentence of this section.

The contribution of the College to T.I.A.A. while a faculty member is on sabbatical leave of absence is based on the salary actually paid to the faculty member rather than on the salary he would have received had he not been on leave. All other benefits are paid in full. The College pays no benefits for a faculty member on leave of absence without salary.

A member of the faculty on sabbatical leave is not permitted to accept for the nine month College year total earnings in salary and grants in excess of the full salary he would have earned if he were teaching at the College rather than being on sabbatical leave. If salary or a grant in excess of one-fourth of the "full" salary that would be earned in residence is accepted, the amount contributed by Lake Forest College will be reduced so that the total income does not exceed "full" salary. Expenses necessary for the project may be deducted from a non-taxable research grant before computing total earnings.

Ordinarily a faculty member on sabbatical leave is not permitted to teach at another college or university, but in unusual circumstances, he may request that he be permitted to accept such employment while he is on sabbatical leave provided it is for not more than one-fourth time and that his salary from the other college is not more than one-fourth of the salary which he would receive from Lake Forest College that year if he were teaching full time. The project expense exemption does not apply in this case. For example, he will not be allowed to earn more for teaching in order to cover travel expenses to the college or university at which he is to do part time teaching.

Summer Research Grants

Summer research grants to cover the costs of research are available to full time instructors, assistant professors (not on tenure), and lecturers. Application must be made by a designated time in the late fall preceding the summer during which the grant is to be used. Eligibility for a grant is not a guarantee that a grant will be awarded, since budget limitations may prevent awarding grants to all applicants. A special grant in the humanities, supported in part for four years by the Ford Foundation, is available in addition to members of the faculty who teach in Division I. This grant is available to all full time members of the faculty in this division.

Summer research grants, even though awarded several months before their effective date, are cancelled for persons who resign effective on or before August 31 of the summer during which the grant would have been used.

Caps and Gowns

The College provides caps and gowns (but not hoods) for the use of the faculty. The faculty member keeps them as long as he or she is a member of the faculty.

Professional Meetings

The following plan for reimbursement of expense incurred by faculty members when attending professional meetings is in effect:

1. Round trip air coach fare (upper limit is the fare to San Francisco) will be allowed.

2. Payment of between $12.50 to $25.00 per night for room costs for the number of nights required for attendance at the meetings up to a maximum of four nights will be allowed.

3. One trip per year per faculty member who is eligible will be allowed.

4. In order to keep the total costs of attendance at professional meetings and conferences within the budget allocation for a given year, the Dean of the Faculty will determine at the beginning of the academic year whether 100% or some lower percentage of the figure calculated according to the above guidelines can be paid to each individual faculty member.

5. Other costs, such as those for meals, transportation to and from the airport, gratuities, and conference fees, will not be paid by the College.

6. There will be no reimbursement for a meeting within fifty miles of the campus.

7. There will be no reimbursement to a faculty member who is appointed to the faculty with the understanding that the appointment is a temporary one of one year or less.

8. There will be no reimbursement to a faculty member who is part time except for those who have been granted the privilege of full time faculty by vote of the faculty.

9. If a faculty member wishes to attend a professional meeting outside the continental United States, he will be allowed the fare to San Francisco toward the cost of transportation. If he has not attended a professional meeting at the College expense in the fiscal year preceding the meeting outside the continental United States, he may have the fare equal the fare from Chicago to New York from the budget of the preceding fiscal year and the fare from Chicago to San Francisco in the fiscal year during which the meeting takes place. The restriction to a maximum of four nights applies here as it does to domestic trips.

College Housing

The following policies are in force with respect to the assignment of College housing:

1. When a member of the faculty is granted tenure, he shall be given notice to vacate the College house or apartment that he is occupying by the end of the next academic year.

2. When a member of the staff who is not eligible to be considered for tenure receives a salary equal to or above the minimum salary of an associate professor for the same academic year, he shall be given notice to vacate the housing which he is occupying by the end of the next academic year.

3. Those individuals occupying College housing who have not yet received tenure or, in the case of members of the staff, have not achieved the salary level specified in Section 2 above, shall have their occupancy status reviewed at the end of eight years in College housing.

4. In addition to chronology of request, such factors as family size, and base salary shall be considered in the assignment of available housing.

5. Certain houses and apartments may be set aside for the use of administrative officers and staff whom the College administration determines should live on or near the campus because of their particular duties.

6. A committee consisting of the Dean of the Faculty, the Business Manager, and the members of the Sub-committee on Promotions and Tenure determines the priority of assignments when factors other than chronology of request are to be taken into consideration in the assignment of available housing. This committee will also participate in the review of the occupancy status of those individuals covered in Section 3.

Emeritus Professors

Emeritus professors will retain full faculty rights and privileges exclusive of tenure, salary, direct financial benefits, committee membership and the vote. It will be the obligation of the Dean of the Faculty to make appropriate arrangmentes for the emeritus professor's access to college facilities and events. Among these rights and privileges will be included the following: the use of office space and laboratory facilities when available; free use of the library and sports center facilities; a faculty mailbox if requested; attendance at college sponsored academic, social and athletic events under conditions accorded all faculty; membership in college-associated organizations; attendance at faculty meetings; a listing in the staff directory; and participation in commencement ceremonies.

THE LIBRARY

Lake Forest College has two library buildings. The Donnelley Library is open during the regular school year according to the following schedule:

Monday through Thursday.....	8:00 a.m. to 12:00 Midnight
Friday.....	8:00 a.m. to 10:00 p.m.
Saturday.....	8:30 a.m. to 5:00 p.m.
Sunday.....	1:00 p.m. to 12:00 Midnight

(No reference service after 10:00 p.m.)

The Freeman Science Library's hours are as follows:

Monday, Tuesday, Wednesday, Thursday . .	8:30 a.m. to 10:00 p.m.
Friday, Saturday	8:30 a.m. to 5:00 p.m.
Sunday	1:00 p.m. to 10:00 p.m.

During the summer terms and school vacations the Donnelley Library is open on week days only (Monday through Friday) at hours posted. The Freeman Science Library is usually closed during vacations.

The entire library collection numbers approximately 120,000 volumes of books, journals, and major reference works, including several valuable collections which have been given to the College. Approximately 850 current periodicals and scholarly journals are received regularly. Recently the library was designated as a depository for selected United States Government documents. Readers are available for the use of microfilm and microcard materials owned by the library or obtained through loan or purchase by individuals.

The library uses a divided catalogue with all subject references in one alphabetical section and author and title references in the other. The books are classified and arranged on the shelves according to the Library of Congress system of classification, being located on the upper floor of the building. Books of particular value or unusual rarity are shelved in

locked cases in the Treasure Room, an area adjacent to the mail collection of books. They are available upon request from the loan librarian in charge. Current issues of periodicals are displayed in the periodical reading area to the right of the main entrance to the library. Back files of journals and magazines are shelved in an adjacent stack area, arranged alphabetically by title. Government publications such as the Congressional Record, Bureau of Census reports, and other uncatalogued serial publications are located in the center section of the lower floor, which is accessible through the central stairway. The arrangement of books and periodicals is designed to permit free access by faculty and students to all materials for use within the library.

Members of the faculty may request that certain books needed for specific assignments be placed on closed reserve shelves. These books are shelved in stacks behind the loan desk and are dispensed upon request by student clerks who are in attendance. It is understood that these books are to be used within the library during the library hours, being charged out for home study at the closing hour only. Faculty members are requested to submit reserve lists well in advance of assignments so that the books may be available when they are needed for reserve purposes.

Faculty members needing material for research projects or work on dissertations may request material from other libraries on inter-library loan. This service is extended through the circulation department of the library. Scholarly libraries located in the Chicago metropolitan area are open to the faculty member if this library is unable to supply the specialized material he needs. However, in almost every case, some identification as a member of the College faculty is required. Each faculty member is provided with a library card for use in borrowing books from this library. The card bears the faculty member's name and indicates that he is a member of the Lake Forest College faculty. Anyone wishing to make use of the libraries listed below should consult the Librarian regarding these credentials. The libraries are:

John Crerar Library (Chicago) - specializing in science, technology, and the social sciences.

Library of International Relations (Chicago) - (Lake Forest College is a member) specializing in foreign newspapers, magazines and official documents.

Newberry Library (Chicago) - restricted to literature, history and the arts.

Northwestern University Library (Evanston)
Northwestern University Technological Institute Library (Evanston)

University of Chicago Library (Chicago)
Chicago Public Library (Chicago)

The library is the heart of the college. The library staff is primarily dependent on its faculty for maintaining the strength of its collections. Therefore, it is the responsibility of each faculty member to order library materials in his area of competence subject to the direction of the department chairman (cf. p. 15, sec. 5). General works, replacements, reference works, and general periodicals are selected by the Librarian.

In determining which books or periodicals to order, faculty members should take into account the following guideline: The library collection shall contain the basic works in each discipline, suitable for the study and reference needs of undergraduates. In addition (since the library has limited funds and space) departments are encouraged to further specialize in selected areas within their discipline and, in cooperation with other departments, in inter-disciplinary fields of concern.

The following policy with regard to the selection of materials for purchase has been worked out between the Librarian and the faculty:

(1) Secondary materials for reference and study are suitable for most needs.

(2) Primary source materials are purchased in fields in which they will be useful in undergraduate instruction whenever the budget allows and such materials are available.

(3) Purchase of textbooks is discouraged as a general practice except when particular need is shown for collateral reading material or a text covers material not otherwise available. (The library does not acquire any textbook currently designated as a text for a course.)

(4) As many technical periodicals and abstracting journals are purchased as funds permit.

THE ADMINISTRATION OF THE COLLEGE

The chart on Page 39 shows the administrative structure of the College.

MEMBERS OF THE FACULTY OUTSIDE THE CLASSROOM

The normal social life of the campus provides many opportunities for faculty members to get together with each other and with students. Through the churches of the community, through some of the community organizations, and through a series of activities involving the faculty members and the community, which the faculty arranges, faculty members have some opportunity to meet other people who live in the town of Lake Forest. There are, however, only a few planned social activities on

campus which involve the whole faculty. Usually there is held in the fall a reception for new faculty and staff people. The Campus Circle, to which women faculty and staff members and the wives of the faculty and staff members belong, also plans one or two social events involving all faculty and staff members sometime during the year.

Faculty members are welcome to use the coffee shop in the Commons where students congregate. Many members of the faculty use their homes either for social occasions or for meetings. This is a particularly good way to get better acquainted with advisees. The College will reimburse members of the faculty for the out-of-pocket expenses of entertainment for students. Requests should be presented in advance to the Dean of the College.

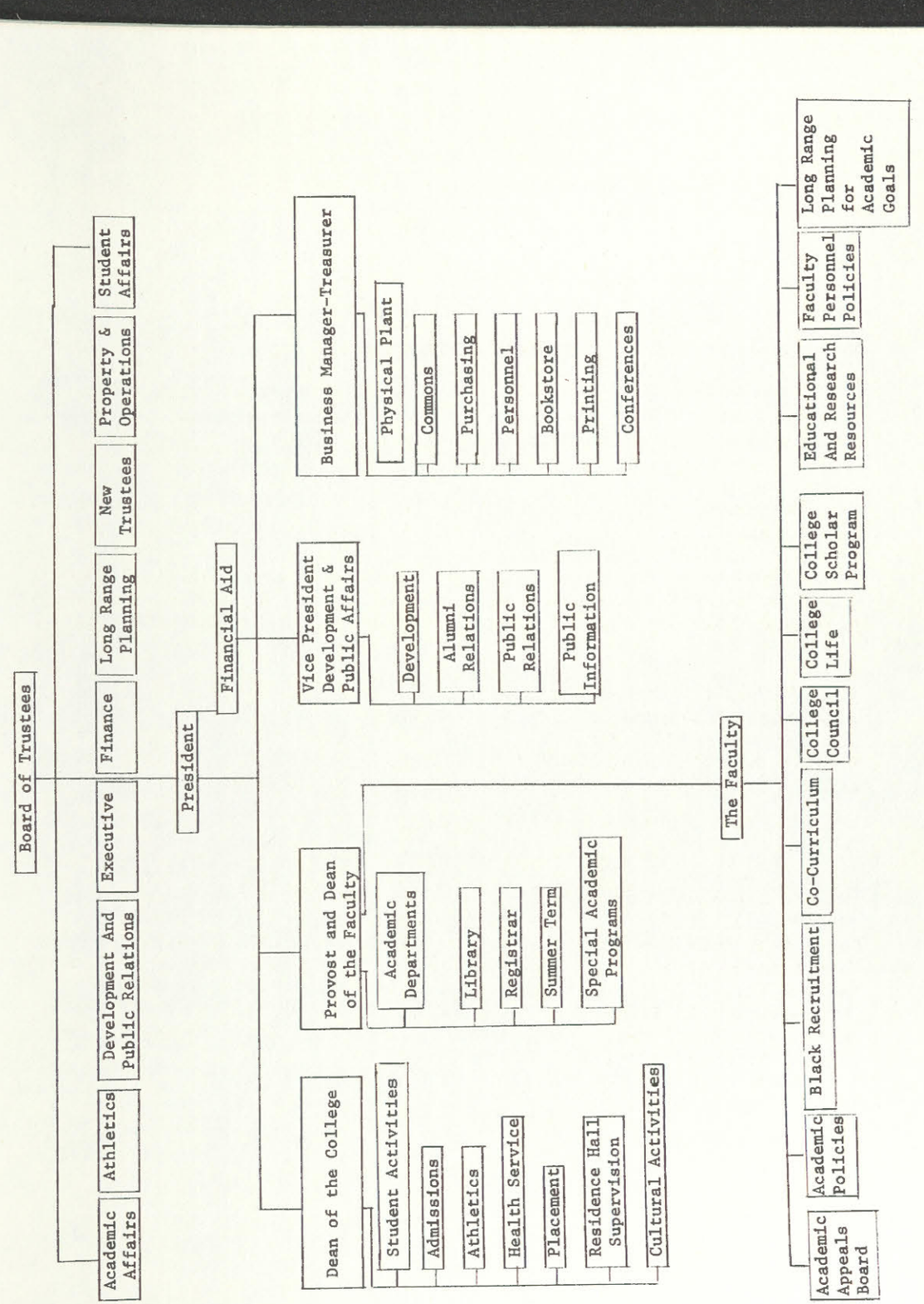
Members of the faculty and their husbands or wives are encouraged to participate in the student social life by accepting invitations to be guests at student social functions. Faculty members also frequently act as advisers to social groups by their invitation. Many departments have clubs for students interested in work in a particular area. In some cases faculty members are members of the group and in others they serve as advisers.

The College sponsors a program of cultural and religious activities. Many cultural events are scheduled on the campus during the year. Most of these are open to the faculty without charge. Admission to the College plays and athletic events is free to each faculty member, his wife or her husband, and dependent children.

Churches

The churches in the community of Lake Forest and Lake Bluff include the First Presbyterian Church, the Church of the Holy Spirit (Episcopal), St. Mary's (Roman Catholic), First Church of Christ, Scientist, Church of the Covenant (non-denominational), Grace Methodist Church (Lake Bluff), the Union Church of Lake Bluff (non-denominational), Faith Lutheran Church (Missouri Synod), St. James' Lutheran Church (Lutheran Church in America), the United Church of Christ, the North Shore Unitarian Church, B'nai Torah Reform Temple (Highland Park), the Society of Friends, and two Baptist churches.

ADMINISTRATION ORGANIZATION CHART



LAKE FOREST COLLEGE
GOVERNANCE

LAKE FOREST COLLEGE GOVERNANCE

INTRODUCTION

The Committee on College Governance was appointed by President Hotchkiss in June, 1971; student members were appointed after a preliminary slate was selected by student government and faculty members were chosen in consultation with the General Policies Committee of the faculty.

Beginning in September, the Committee has met regularly, at least once per week, and recently twice a week. It devoted considerable time to a study of governance procedures at other colleges and undertook a detailed survey of the actual governance of Lake Forest College. In accordance with this study, the Committee established the following aims:

1. To provide formal ways in which student and faculty voices can be expressed and heard in matters relating to the governance of the College.

2. To make the process of governance visible to all and to establish channels for substantive communications at all levels.

3. To provide a structure to make matters of co-curricular activities a concern of student, faculty, and administration.

4. To develop a form of governance that will not encroach on the primary functions of faculty, students, and administraters.

5. To establish clarity of authority, responsibility, jurisdiction and there accountability.

Working from the present structure of governance while stiving to make it more nearly conform to these principles, the Committee has unanimously recommended the adoption of the attached proposal.

William Martin
Michael McIver
Michael Monahan
John Nelson
Friedhelm Radandt
Ben Ryan
Arthur Zilversmit

SECTION I

College Policies

A. COLLEGE COUNCIL

1. Duties:

a. Advises the President.

b. Considers problems and concerns brought to the committee by any member of the facnlty, student body, or administration who submits a written reqnest to the office of the President. The Council may place the item on its own agenda if a substantial minority of the Council so decides, or it can refer the matter to an appropriate organ of college governance with the request to keep the Council informed of its disposition of the matter. If there are recommendations on matters of academic policy, faculty personnel policies, educational research and resources, or student life, these recommendations must be referred to the appropriate committee for further study, reports, or recommendations.

c. Advises the President on budget priorities for the College.

d. Acts as court of appeals in cases in which a substantial number of people maintain that an organ of College Governance (including student government) has exceeded, violated, or not fulfilled its constitutional role.

2. Composition:

a. Four faculty members, three to be nominated by division and elected by the faculty at large to staggered two-year terms, one to be nominated and elected by the faculty at large to a one-year term.

b. A member of the Executive Committee of Student Government.

c. Three students to be elected by the student body at large. Nomination as follows: the Faculty Personnel Policies Committee and the Executive Committee of the Student Government will hold a common meeting ten weeks before the end of the academic year, at which time they will constitute a nominating committee. By a two-thirds majority they will nominate a minimum of three, and no more than six students, for election to the College Council.

Students may also have their names placed on the ballot by presenting to the Dean of the College no later than one week before the election a petition signed by at least fifty students. No student may sign more petitions than there are vacancies for student members at large of the College Council. The petitions will be checked by the Dean of the College and the Executive Committee of Student Government. The election of students to the College Council will take place two weeks prior to the general student election in the Spring.

d. The President who serves as Chairman.

e. The administrative officer who assumes the role of Acting President when the President is unavailable.

3. Procedures:

The Council will not ordinarily meet in the President's absence, bnt in case of emergency it can be called into session by the officer designated as Acting President in the President's absence, who will then serve as Acting Chairman.

B. FACULTY PERSONNEL POLICIES COMMITTEE

I. Duties:

a. Advises the President in establishing policies for appointing, promoting, granting tenure,

and formulating policies on fringe benefits, research grants, sabbaticals, and other faculty personnel issues.

b. Through its Promotion and Tennre Sub-Committee advises the President on specific cases of promotion and tennre.

c. Advises the President on faculty appointments.

d. Meets with the three stndent representatives to the Academic Policies Committee at least twice a year and considers with them the general policy guidelines established for appointments, promotion and tenure.

e. Serves as a committee on committees, advising the President on candidates for facnlty committees. The Committee shall whenever possible maintain effective continuity in committee appointments.

f. Nominates faculty members for election to the College Life Committee.

g. Advises the President on the appointment or re-appointment of department chairmen. Each department chairmanship shall be reviewed by the Committee at least every three years.

2. Composition:

a. The Dean of the Faculty.

b. Six faculty members to be elected as follows:

(i) Promotion and Tennre Sub-Committee: three full professors on tenure (ordinarily one to be elected each year) to serve three-year terms. Nomination and election by the faculty at large. These members will not be eligible for re-election to the Promotion and Tenure Snb-Committee for three years. (The Dean of the Faculty is a member of the Promotion and Tenure Sub-Committee.)

(ii) The remaining positions on the Committee (ordinarily one to be filled each year): any full-time member of the faculty shall be eligible. Nomination and election to three-year terms by the faculty at large.

(iii) The Committee shall elect its own chairman.

C. LONG-RANGE PLANNING COMMITTEE FOR ACADEMIC GOALS

I. Duties:

Studies and formulates the academic long-range goals of the College and proposes means of achieving them.

2. Composition:

a. Dean of the Faculty.

b. Three members of tbe faculty, appointed by the President on the recommendation of the Faculty Personnel Policies Committee, for three-year terms (the entire committee to be appointed and replaced at the same time).

c. The Faculty Personnel Policies shall recommend to the President which member of the Committee shall serve as its chairman.

3. Procedures:

a. The Committee shall prepare a master plan, setting forth its views of the College's academic goals and the ways and means of achieving them, projecting current trends into the future, and delineating the College's direction for the next five years. This master plan shall be revised by each subsequent Long-Range Planning Committee on the basis of its research and new developments.

b. It is expected that the Committee will bring into its discussions, for a comprehensive examination of various aspects of the College, the appropriate personnel for extended periods of time, i.e., students, alnmni, a'-ministrative officers and other faculty members.

c. It is expected that a supporting grant will enable the three faculty members of each Long-Range Planning Committee to participate in the work of this committee during at least one summer.

d. The Committee shall present a formal annual report to faculty, students, and the Trustee's Committee on Long-Range Planning.

SECTION II

Academic Policies

A. ACADEMIC ADVISORY COMMITTEES

1. Duties:

Advise departments and major committees on curriculum, appointments, and departmental activities.

2. Composition:

Three majors, elected at a meeting of all majors. It is the responsibility of the Dean of the Faculty to call snch elections no later than ten weeks before the end of the academic year. In the case of departments not offering a major (e.g., Religion and Education), three students shall be elected at a meeting of all students taking courses in these departments.

3. Procedures:

Departments and interdisciplinary committees must meet with their Advisory Committee before making any recommendations to the Faculty Personnel Policies Committee regarding appointments and before submitting any plans for change in the curriculum to the Academic Policies Committee. (In addition to the Department Chairman's letter on these matters to the Faculty Personnel Policies Committee and/or the Academic Policies Committee, any member of the Academic Advisory Committee, Interdisciplinary Committee, or of the department's staff may submit a letter expressing his own point of view.) A meeting of the Departmeut or Interdisciplinary Committee with its Advisory Committee shall take place at least twice a year.

B. ACADEMIC POLICIES COMMITTEE

1. Duties:

a. Formnlates and discusses academic policies. (Recommeudations about the basic strncture of the academic calendar are nnder the jurisdiction of this committee.) In reviewing or proposing academic policies, the Committee shall consider the feasibility of allowing the Dean of the Faculty some discretionary authority in interpreting these rules. The Dean of the Faculty is required to inform the Committee regularly of his interpretation of academic policy in specific cases.

b. Evaluates curricular recommendations made by departments and interdisciplinary committees.

c. Advises the President on the distribution of faculty within the College.

d. Establishes methods for regular student evaluation of courses.

e. Establishes and reviews policies on admissions and financial aid.

f. Clarifies the intent of academic policies at the request of the Academic Appeals Board and reviews the desirability or necessity for changes in the academic rules in light of the

actions taken by the Appeals Board and the Dean of the Faculty.

2. Composition:

a. Six faculty members (two from each division). Faculty candidates for staggered two-year terms shall be nominated by each division and elected by the entire faculty (ordinarily there will be three vacancies).

b. Three students elected as follows: At a meeting of the Academic Advisory Committees at the divisional level three candidates shall be nominated by each division. (Advisory Committees for interdisciplinary majors may choose which division they wish to join for the purposes outlined here.) It is the responsibility of the Dean of the Faculty to call divisional meetings of the Academic Advisory Committees no later than nine weeks before the end of the academic year for the purpose of nominating student candidates for the Academic Policies Committee. Candidates will then be elected at a general college-wide student election, no later than the seventh week before the end of the academic year, each full-time student voting for one candidate in each division.

c. The Dean of the Faculty.

d. Separate chairman and secretary elected by each committee.

3. Procedures:

a. Recommendations for curricular change by departments or interdisciplinary committees mnst be submitted to the Academic Policies Committee for evaluation. Antomatic approval will be granted unless two-thirds of the membership of the Committee determines that the proposed changes have important consequences for the College's academic program. Such decision places the matter on the agenda of the Academic Policies Committee for discussion and action.

b. When appropriate, the Director of Admissions and Financial Aid should he asked to meet with the Committee.

c. The Academic Policies Committee's decisions are recommendations to the faculty, to be considered by the faculty meeting (except for those curricular changes to which the Committee has given automatic approval).

C. ACADEMIC APPEALS BOARD

1. Duties:

a. Rules on cases in which students appeal to the Dean of the Faculty's interpretation of faculty rules or in cases in which faculty rules are unclear.

b. Considers and acts on cases and appeals of academic suspension and dismissal.

c. In extraordinary cases, Academic Appeals Board can grant exceptions to faculty rules, but only by unanimous vote of all three members. The board must report a summary of its actions to the faculty once each term. These decisions may be appealed to the faculty at the initiative of the student.

d. Reports in detail to the Academic Policies Committee at least once per term.

e. Hears appeals from students regarding an instructor's judgment and/or penalty in cases of alleged violation of college policy on academic honesty.

2. Composition

a. Three faculty members, appointed by the President, on the recommendation of the Faculty Personnel Policies Committee. The Faculty Personnel Policies Committee also recommends which committee member shall serve as chairman. Members are appointed to one-year terms.

b. The Dean of the Faculty and the Registrar are non-voting members. The Registrar serves as secretary of the Committee.

c. The Dean of the College shall meet with the Board when it hears or judges cases and appeals of academic suspension and dismissal.

d. Three voting student members selected by student government to serve on an annual basis will serve on the board in cases of appeals of alleged violations of college policy on academic honesty.

3. Procedures:

a. Students must present their appeals in writing with supporting evidence to the Secretary of the Board. Students have the right to make a personal appearance before the Board. If they wish to exercise this right, they must state this in their written appeal. The personal appearance is not for the purpose of bringing in new evidence or arguments but can only be used to clarify points made in the written appeal.

b. The Board shall give a written reply to students, informing them of grounds for its decision.

c. The Secretary of the Board shall receive appeals, distribute copies of the documents to committee members, keep all records, and handle all correspondence for the Board.

d. When a student feels that an instructor's judgment and/or penalty in a case of an alleged violation of college policy on academic honesty is inappropriate the student may submit a written appeal to the Academic Appeals Board, outlining his reasons for considering the instructor's ruling unjust.

The Academic Appeals Board augmented by three voting student members selected by student government to serve on an annual basis, will arrange a meeting with the student, instructor, Dean of the College, and departmental Academic Advisory Committee. After hearing all available evidence in the case, the augmented Academic Appeals Board will deliberate among themselves as to the validity of the instructor's judgment of guilt and penalty. If it is the opinion of at least four of the members of the board that the instructor's judgment of infraction of the rules was incorrect or the penalty imposed was inappropriate, the penalty will be changed in accordance with the board's instructions.

D. EDUCATIONAL AND RESEARCH RESOURCES COMMITTEE

1. Duties:

Considers and recommends policies for the library, bookstore, computer center, audio-visual aids, and similar resources.

2. Composition:

a. The Director of the Library.

b. The Provost.

c. Four faculty members appointed by the President on the recommendation of the Faculty Personnel Policies Committee. Divisional representation should be maintained in the selection of faculty members to serve on this committee. Faculty members are appointed for one-year terms.

d. Two students appointed by the President of Student Government on the recommendation of the Executive Committee of Student Government which will receive written applications for these positions.

e. The Faculty Personnel Policies Committee shall also recommend to the President which member of the Committee shall serve as chairman.

3. Procedures:

When appropriate the Committee shall ask the Director of the Computer Center, the Manager of the Bookstore, or other college personnel to meet with it. The Committee shall issue frequent reports to faculty and students and at least once a year submit a detailed written report.

SECTION III
Campus Policies

A. COLLEGE LIFE COMMITTEE

1. Duties:
Considers and recommends policies on health, food, housing, and psychological services; career planuing; athletic programs; and athletic and recreational facilities.

2. Composition:
a. The President of Student Government.
b. Three students to be elected by the student body at large as follows: the outgoing College Life Committee will prepare a slate of no less than four and no more than six candidates for the three vacancies. Students will also be able to place their names on the ballot by presenting to the Dean of the College no later than one week before the election a petition signed by at least fifty full-time students. No student may sign more petitions than there are vacancies for student members on the College Life Committee. The petitions will be checked by the Dean of the College and the Executive Committee of Student Government.
c. Two faculty members to be nominated by the Faculty Personnel Policies Committee (at least two names must be submitted for each position) and to be elected to a two-year term by the student body at large at the general student election held no later than seven weeks before the end of the academic year. Ordinarily only oue position will be vacant each year.
d. The Dean of the College (or a permanent representative from his office, appointed by the Dean of the College). He shall also attend all meetings of the Student Assembly.

3. Procedures:
a. The Committee shall elect one of its student members as chairman.
b. Decisions of the College Life Committee are subject to veto by a majority vote of the entire membership of the Student Assembly.
c. Decisions of the Committee are also subject to veto by a majority vote of all full-time students. In order to initiate such a referendum its backers must submit to the President of Student Government a petition with the signature of at least 250 full-time studeuts. Such a petition must be submitted within two weeks of the public announcement of the particular decision objected to (vacation days and final examination periods not counted). The petitions will be checked by the Dean of the College and the Executive Committee of Student Government.
d. The Committee shall designate one of its members as its spokesman at Student Assembly meetings.
e. All decisions of the Committee are in the form of recommendations to the President.

B. CO-CURRICULUM COMMITTEE

1. Duties:
Plans and coordinates campus cultural and social events.

2. Composition:
a. The Dean of the College (or a permanent representative from his office, appoiuted by the Dean of the College). He will serve as chairman and administrator of the Committee.
b. The Director of the Off-Campus Cultural Office.
c. Two faculty members appointed by the President upon recommendation of the Faculty Personnel Policies Committee to one-year terms.
d. One student representative from each of the following: Executive Committee of Student Government, Student Film Series, On-Campus Cultural Committee, Off-Campus Cultural Office.
e. The Committee shall invite representatives from other campus organizations to meet with it.

SECTION IV

Student Government

I. It is expected that Student Government will have at least the two following governing bodies: a Student Assembly and an Executive Committee.

A. STUDENT ASSEMBLY

1. Duties:
a. Meets at least once a month and shall review the decisions of the College Life Committee and the Executive Committee. The Assembly shall have the right to veto such decisions by a majority vote of its total membership.
b. The Assembly shall elect three of its members to serve on the Executive Committee.

2. Composition:
The delegates shall he elected by the student body representing the various housing units as well as the non-resident students.

B. EXECUTIVE COMMITTEE

1. Duties:
a. Administers the affairs of Student Government.
b. Allocates student budget.
c. Sends a representative (from its membership) to the College Council.
d. Sends a representative (from its membership) to the Co-Curriculum Committee.
e. Recommends two students to serve on the Educational and Research Resources Committee.

2. Composition:
a. The President of Student Government.
b. The Secretary of Student Government.
c. The Treasurer of Student Government.
d. Three representatives from the Student Assembly.

II. Should a situation arise when the College Council determines that no student government exists, it shall be the duty of the Dean of the College to see to it that a student government is formed through elections.

SECTION V

Communication

I. Committee secretaries must send copies of all their minutes and reports to the office of the Dean of the College, with the exception of the Academic Appeals Board which will submit a written summary report at the end of each term.
Note: Where appropriate or feasible, administrative officers may be asked to serve as secretaries to committees.

II. The office of the Dean of the College shall duplicate and distribute all minutes and

reports to the President, the faculty, the Dean of the Faculty, the Public Information Office, the student newspaper, and the secretary of Student Government.

III. A section in the student newspaper may be published as needed by the Public Information Office at the expense of the College to announce:

a. Committee and student government meetings, agendas, reports, and decisions.
b. Campus events.
c. Statements by the President and other administrative officials.

IV. a. The Dean of the College shall post the minutes and reports of all committees on an official bulletin board located in Commons.

b. The Dean of the College shall publish an election calendar, giving deadlines for submitting nominating petitions when required for elective offices.

V. All committees shall report early in the academic year to the faculty and the students the major thrust of their agenda for the year.

VI. All faculty or joint student-faculty committees must report regularly at faculty meetings. (The Long-Range Planning Committee is exempted from this responsibility.)

VII. All administrative officers, i.e., the President, the Deans, the Directors of Admissions, Financial Aid, Development, and the Library shall give frequent reports to faculty and students.

VIII. Student members of the various committees must report about their committee work to Student Assembly at least three times a year. (If several students serve on a committee one may act as spokesman for the delegation.)

IX. All student organizations that identify themselves as Lake Forest College groups must register with the Dean of the College.

SECTION VI

General Procedures

I. The President is ex-officio a member of all committees.

II. The Dean of the Faculty is responsible for conducting all faculty elections.

III. The Dean of the College is responsible for conducting all student elections, except the elections to the Academic Advisory Committees, which are the responsibility of the Dean of the Faculty.

IV. a.) If the College Council determines that there is a vacancy of an elected position on any committee of College Governance it is responsible for initiating an election that is congruent with the electoral procedures described herein.

b.) If the College Council determines that there is a vacancy of an appointed position on any committee of College Governance it shall ask the appropriate committee to recommend the new appointment.

V. When absolutely necessary a committee has the right to appoint a task oriented sub-committee but only to study special problems and to bring information and policy options to the appointing committee. These sub-committees may be drawn, in part, from outside the appointing committee's membership.

VI. Procedures for Faculty Elections:

a) 1. Promotion and Tenure Subcommittee of the Faculty Personnel Policies Committee:

No later than ten weeks before the end of the academic year the Dean of the Faculty shall circulate to the faculty a list of the faculty members eligible for election to the Promotion and Tenure Subcommittee. Each faculty member shall vote by secret ballot for one candidate for each position vacant. The Dean of the Faculty shall then prepare a ballot listing the names of the three leading candidates (if there is more than one vacancy he shall list the names of the next three candidates for each additional vacancy). The faculty will then vote by secret ballot, choosing one candidate for each vacancy.

2. Academic Policies Committee:

No later than eight weeks before the end of the academic year the Dean of the Faculty shall circulate to the faculty of each division a list of the faculty members eligible for election to the Academic Policies Committee. Each faculty member shall vote for one eligible candidate in his division for each position vacant. The Dean of the Faculty shall then prepare a ballot listing the names of the three leading candidates (if there is more than one vacancy he shall list the names of the next three candidates for each additional vacancy). The faculty will then vote by secret ballot, choosing one candidate for each vacancy.

3. The College Council:

No later than six weeks before the end of the academic year the Dean of the Faculty shall circulate to the faculty of each division a list of the faculty members eligible for election to the College Council as divisional representatives. Each faculty member shall vote by secret ballot for one candidate for each position vacant. The Dean of the Faculty shall then prepare a ballot listing the names of the three leading candidates (if there is more than one vacancy he shall list the names of the next three candidates for each additional vacancy). The faculty will then vote by secret ballot, choosing one candidate for each vacancy. The Dean of the Faculty will then prepare a new ballot listing the nominees not elected in the previous election. Each faculty member will then vote by secret ballot for one of these candidates. The winner of this election shall serve a one-year term.

4. The Remaining Members of the Faculty Personnel Policies Committee:

No later than four weeks before the end of the academic year the Dean of the Faculty shall circulate to the faculty a list of the faculty members eligible for election to the Committee. Each faculty member shall vote by secret ballot for one candidate for each position vacant. The Dean of the Faculty shall then prepare a ballot listing the names of the three leading candidates (if there is more than one vacancy he shall list the names of the next three candidates for each additional vacancy). The faculty will then vote by secret ballot, choosing one candidate for each vacancy.

b) 1. The elections shall take place in the order stated in this section under VIa.

2. Election to the College Council, the Faculty Personnel Policies Committee, or the Academic Policies Committee shall make a faculty member ineligible for election to another of these committees.

3. For the purposes of divisional representation on committees the departments are divided as follows:

I

ENGLISH
FINE ARTS
FOREIGN LANGUAGES
PHILOSOPHY
RELIGION

II

ECONOMICS
EDUCATION
POLITICS
HISTORY
SOCIOLOGY AND ANTHROPOLOGY

III

BIOLOGY
CHEMISTRY
MATHEMATICS
PHYSICAL EDUCATION
PHYSICS
PSYCHOLOGY

Every facnlty and joint faculty-xtudent committee elected or appointed shall serve the entire academic year except the Long-Range Planning Committee, which serves three years.

VII. Procedures for Stndent Elections:

a) 1. No later than the tenth week before the end of the academic year, all nominations by petition for student positions on the College Council must be presented to the Dean of the College, who shall prepare the ballot. Elections for the student positions on the Council must be held no later than the ninth week before the end of the academic year.

2. No later than the tenth week before the end of the academic year the Dean of the Faculty shall arrange meetings of all departments and interdisciplinary majors for the purpose of selecting the Academic Advisory Committees. No later than the ninth week before the end of the Spring Term the Dean of the Faculty shall arrange divisional meetings of the Academic Advisory Committees for the purpose of nominating student candidates to the Academic Policies Committee.

3. All nominations by petition for the student vacancies on the College Life Committee and for the office of President, Secretary, and Treasurer of the student government must be submitted to the Dean of the College no later than the eighth week before the end of the academic year.

4. No later than the seventh week before the end of the academic year but not sooner than two weeks after elections to the College Council, the Dean of the College (with the cooperation of the Dean of the Faculty) shall prepare the ballot and conduct an all-student election for the following positions:

(i) President, Secretary and Treasurer of the Student Government.

(ii) Three student delegates to the Academic Policies Committee.

(iii) Four student delegates to the College Life Committee.

(iv) The faculty delegates to the College Life Committee.

5. No later than the second week after the beginning of the academic year, the Dean of the College shall arrange elections to be held by each housing unit and by non-resident students for delegates to the Student Assembly.

b) 1. Terms of Office:

The President, Secretary and Treasurer of the Student Government elected during the seventh week before the end of the academic year shall take office no later than the sixth week before the end of the academic year. These new officers, together with the three current members of the Execntive Committee, elected by the Assembly, shall prepare the budget for the following year.

2. The terms of office for all student delegates to the Student Assembly, the College Council, the Academic Policies Committee, the College Life Committee, the Co-Cnrriculum Committee and the Educational Research Resources Committee shall run from the opening of the academic year until Commencement.

However, these students are eligible for re-election or reappointment.

(i) If the delegate to the College Council chosen by the Executive Committee is an officer, he (she) shall continue to serve on the Council until Commencement, notwithstanding the possible election of a successor in the regular Spring election.

(ii) The President of the Student Government shall serve on the College Life Committee from the opening of the academic year nntil Commencement, notwithstanding the possible election of a successor in the regular Spring election.

3. The terms of office for the Academic Advisory Committees shall be from the time of their election in the Spring Term until the election of the following year.

c) Voting:

Each full-time student may cast one vote for each position on the ballot; cumulative voting is not allowed.

SECTION VII

Ratification and Amendment Procedures

I. Ratification:

a) This College Governance shall go into effect upon ratification by a two-thirds vote of all faculty members and fnll-time students participating in separate ratification elections.

b) Students shall vote by secret ballot during a two-day period. Balloting shall be under the supervision of the Dean of the College.

c) The faculty shall vote according to its rules at a faculty meeting held after the close of the polls of the student election.

d) The Dean of the College shall announce the result of the faculty and student vote simultaneously.

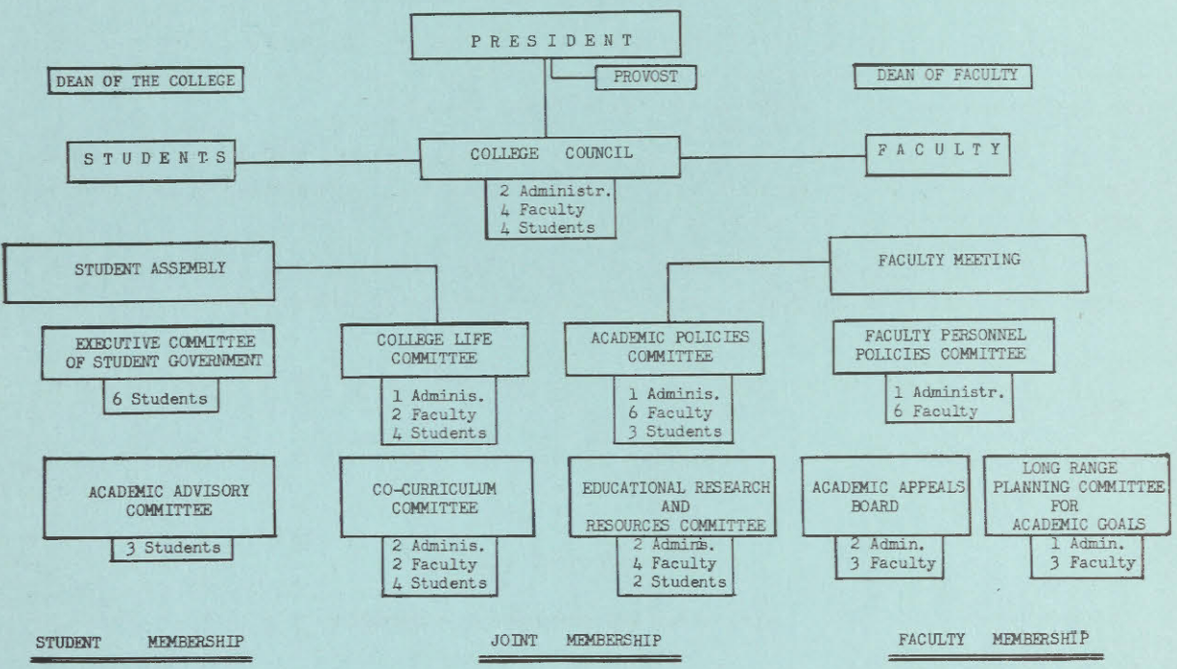
II. Amendments:

a) The College Council is empowered to make minor modifications in this College Governance to assure the better implementation of the spirit of this document by unanimous vote. In no case shall such change become effective until three weeks after their public announcement. If ten percent of the student body or faculty by petition maintain that these modifications are not minor or not in the spirit of the document, such modifications cannot go into effect.

b) 1. Amendments can be proposed by the College Council by a vote of no fewer than eight of its members.

2. Amendments can also be proposed by petition signed by one-third of the faculty or student body. Such petitions must be submitted to the College Council, which shall initiate a ratification referendum.

3. Amendments shall be deemed ratified if they receive the vote of two-thirds of the faculty voting on the amendment and two-thirds of the full-time students voting on the amendment.



STUDENT HANDBOOK

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Lake Forest College Governance ..... Blue Section

STUDENT GOVERNMENT CONSTITUTION

The Student Government has oversight, within the framework of the College Governance System, of student affairs and supervision of student activities and student activity funds.

A. Student Representation

1) It shall be the duty of the head resident of each dorm to organize and maintain the dorm council in his or her dorm each year.

2) Each Dorm Council shall consist of no less than three elected representatives per each purpose unit in said dorm. Elections shall be no later than the second week of Fall Term.

DORM COUNCIL DUTIES

a. To guarantee that one dorm representative from each purpose unit be elected by his constituency to serve as a General Assembly delegate.

b. To establish and enforce dorm regulations and exercise internal disciplinary authority.

c. In a case where the dorm council determines that a dorm representative does not perform his or her duties, he or she shall be asked to resign, and another representative shall be elected by his constituency to take his or her place.

B The General Assembly

1) Each purpose unit shall be represented at the General Assembly by one elected delegate.

2) Each General Assembly delegate will have at least one vote; however, additional votes shall be delegated proportionally. E.g., 25-39 people per purpose unit represented shall be assigned 1½ votes; 40-54 people per purpose unit represented shall be assigned 2 votes; 55-69 people per purpose unit represented shall be assigned 2½ votes; 70-84 people per purpose unit represented shall be assigned 3 votes; 85-99 people per purpose unit represented shall be assigned 3½ votes; 100-114 people per purpose unit represented shall be assigned 4 votes; 115 or more people per purpose unit represented shall be assigned 4½ votes.

3) The General Assembly shall meet at least once a month, two-thirds of its membership constituting a quorum.

4) Procedures shall follow Roberts' Rules of Order.

GENERAL ASSEMBLY DUTIES

a. The General Assembly has the power of veto over any legislation passed by the College Life Committee and the Executive Committee by a two-thirds vote of its entire membership.

b. The General Assembly shall elect three of its members to serve as delegates at large on the Executive Committee, to be chosen no later than the third week of Fall Term.

5) Non-Resident Students

a. Non-resident students shall be represented on the General Assembly by one delegate per sixty students elected from and by the non-resident constituency.

b. It is the duty of the Dean of the College to make certain that a non-resident delegation is elected.

C. The Executive Committee shall consist of a President, Vice President and a Treasurer, who are elected by the student body at large, following the procedures recommended by College Governance. It shall also include three representatives elected out of the General Assembly, by the General Assembly. The President of the Executive Committee shall have the power to appoint one member of the student body at large to the Executive Committee. Five members of the Executive Committee constitutes a quorum.

2) Duties:

a. Administers the affiars of the Student Government.
b. Allocates funds to organizations it deems appropriate.
c. Sends one representative to the College Council.
d. Sends one representative to the Co-curriculum Committee.
e. Recommends two students to serve on the Educational Resources Committee.
f. Allocates student office space—President of Student Government.
g. Reports all its actions regularly to the General Assembly.

3) Individual Duties:

a. The President shall preside over all Executive Committee and General Assembly meetings. He shall be chief executive officer of all Student Government activities.

b. The Vice President shall serve as assistant to the President and act in place of the President in his absence. He will be responsible for the dispensing of all Student Government announcements of meetings (with agendas) on an official Student Government bulletin board in Commons. He will also be responsible for keeping an up-to-date file containing all minutes and correspondence concerning Student Government affairs.

c. The Treasurer shall conduct and audit every term for all student organization accounts operating out of the Student Government account. He will keep an up-to-date file of all requisitions. The Treasurer has jurisdiction over all student organizational accounts operating out of the Student Government account. The Treasurer must make recommendations to the Executive Committee concerning allocations of funds.

4) The delegates at large are responsible for providing the Executive Committee, of which they are a part, with the sentiment of the student body.

5) If an officer or member of the Executive Committee resigns, it will be the duty of the General Assembly to elect a successor no later than one week after that member's resignation.

D Amendment Procedures

1) This constitution can be amended by a two-thirds vote of the entire membership of the General Assembly, provided that two weeks' public notice has been given to the student body.

2) This constitution can also be amended by a referendum proposed through a petition signed by ten percent of the full-time students enrolled in the College. If two-thirds of the students voting approve the referendum, it shall be ratified.

ACADEMIC ADVISEMENT

Every student plans a program of study with the assistance of a faculty adviser. While the decisions are the student's, the adviser helps to arrange a program best fitted to the student's advantage.

During the summer prior to the freshman year, the student's academic program for the fall is developed from carefully detailed information sent by the College.

Before arriving on campus, each freshman student is assigned a faculty adviser. During the year the student may select a different adviser from among the available members of the teaching faculty. Toward the end of the freshman year the student is asked to make at least a tentative selection of an academic major or field of concentration. This choice is not binding since the general academic program has considerable flexibility, but a change of major after the beginning of the Junior year may require additional time to meet all of the requirements of the new major. When selecting a major or field of concentration, the student may choose an adviser from among the teaching faculty of the major department or appropriate interdisciplinary concentration committee.

CHANGES IN REGISTRATION (See catalogue for full details)

Any course change in schedule must be made through the Registrar's office and approved by the stndent's adviser. Three dollars is charged for each change made after classes begin in any term.

A student may not enter any course after the first week in a term. A student may not withdraw from a course after the first week of a term except for reasons of emergency, approved by the Dean of the Faculty. W/F (failure) will be recorded if withdrawal is not approved by the Dean of the Faculty.

EXAMINATIONS

Final examinations must follow the published schedule. They may not be given to individual students prior to the beginning of the final examination period, but a faculty member is free to arrange an individual examination any time during the examination period if he feels that the student's request for change is justified. The examination for the rest of the class must be given at the scheduled time.

In lieu of a final examination in a course, term papers may be assigned, but in such cases the students are entitled to have until the end of the scheduled time for the examination in a course to submit their term papers.

Examination papers, particularly final examination papers and term papers, if not returned immediately to students, are to be kept at least for one term before they are destroyed so as to be available for examination by students. It is understood that papers from the Spring Term will be kept through the Fall Term. Faculty members leaving the College are asked to leave their record books with the department chairman, or, if they do not wish to do so, to accept the obligation to keep these record books for at least a year in order to check records if necessary.

SMOKING

No smoking is allowed in any classroom (except seminar rooms), studio, laboratory, library lounge area, the auditorium, the fieldhouse, or the Chapel. Faculty members are asked to cooperate with this regulation by refraining from smoking in these places and by requiring student adherence to this rule.

ACADEMIC EVALUATION AND APPEAL PROCEDURE

The professor in the classroom and in conference shall encourage free discussion, inquiry, and expression. Students shall be evaluated solely on the basis of their academic performance, not on their opinions or conduct in matters unrelated to academic standards.

Protection of Freedom of Expression

Students are responsible for learning thoroughly the content of any course of study, but they shall be free to take reasoned exception to the data or views offered and to reserve judgment about matters of opinion.

Students are responsible for maintaining standards of academic performance established by their professors, but they shall have protection against prejudiced or capricious academic evaluation.

One common cause of the feeling of being unfairly evaluated in a course is a student's failure to understand clearly the criteria by which he is evaluated. It is most desirable for an

instructor to state as clearly as possible at the beginning of a course the evaluative criteria which are to be used for that course.

When a student feels that his final grade in a course has been prejudiced or capricious, and he has been unable to resolve the matter through interaction with the faculty member involved, the student may call the matter to the attention of the departmental chairman. After the student has filled out an appropriate form specifying the details of the alleged injustice, the chairman will appoint a committee of the instructor's colleagues to meet with the student and the instructor and hear evidence concerning the alleged injustice. The student must contact the chairman within two calendar weeks following the beginning of classes in the term following that in which the alleged injustice took place. Whenever possible, the committee will consist of three members of the instructor's department. In a case where the department is too small to permit this procedure, the committee may be composed of two colleagues instead of three. When the departmental chairman is the instructor accused of the alleged injustice, the student may contact another senior member of the department, who will appoint a review committee.

Any student requesting a review is responsible for presenting for review all tests, papers, etc., which enter into a grade and which have been returned to him. Instructors will have to keep on file, for at least a term following that in which a course is offered, all tests, papers, etc., which enter into a grade and which have not been returned to students.

After hearing all available evidence in a particular case, the members of the review committee should meet with the instructor, the student not being present, and state their opinions concerning the matter. If there is unanimous agreement among the committee members that a grade should be changed, the iustructor is obligated to change the grade accordingly. In the absence of snch unanimous agreement, the grade decision rests solely with the instructor.

POLICY ON ACADEMIC HONESTY

The College, like any other community, must depend upon the integrity of its members if it is to function meaningfully. While Lake Forest College assumes the personal integrity of its students, as it also assumes their seriousness of intellectual purpose, the College recognizes that students do not always understand the dimensions of *academic* integrity, that special obligation shared by all "scholars," undergraduate as well as professional. For students, it means the responsibility of intellectual honesty in all their academic work. In order that there be no misunderstanding about the nature of this responsibility—especially in its most direct application, to examinations and written work—the faculty has outlined the following rules and procedures for the guidance of the community:

Section I—Examinations: No student shall give or receive any unauthorized aid concerning examinations.

(A) An examination will ordinarily be held at an appointed time and in a stipulated location(s). The instructor may decide whether or not to remain in the examination room, but in any case the instructor will be readily available for consultation throughout the examination.

(B) Individual instructors may upon occasion elect to depart from the procedure stated in (A) by giving "take-home" examinations, but in such cases they should clearly spell out to the class the conditions under which the examination is to be taken, e.g., time allotted and freedom or non-freedom to consult written materials of specified types and/or other students or instructors.

Section II—Written Work

A student's name on any written work is assumed to be a guarantee that the work is the student's own, except where otherwise defined by the student through the use of footnotes, quotation marks, and bibliography. And the term "Written work" shall extend to all essays, examinations, and laboratory reports.

(A) Professors may:
1) Prescribe any limitations on sources or assistance in any form.
2) Waive any requirements concerning the accrediting of sources.
3) Exclude or include homework as written work.

(B) Permission must be obtained from all professors concerned if a paper is to be submitted for credit in more than one course. If this is a case of a paper previously submitted to an instructor no longer present, permission from the instructor need not be obtained; but the instructor to whom the paper will be submitted must be notified that the paper has been used before.

(C) Permission must be obtained for more than one student to work together on an assignment with the understanding that all students concerned will be held responsible for the work and any information involved.

Section III—Plagiarism—Definition

Since one of the most serious areas of violation of academic integrity—and one most widely misunderstood—is plagiarism, the faculty is concerned that students be fully aware of the nature and gravity of this offense.

Plagiarism is defined as copying the work of someone else, either wholly or in part, without proper acknowledgment. Direct quotation of another, including phrases and clauses, must always be indicated by quotation marks and a footnote identifying the source. If you are summarizing or referring in your own words to what someone else has written, either the content or the organization of the ideas, the footnote is required, though quotation marks are omitted. All sources consulted in the preparation of a paper must be listed in the bibliography, giving author, title, place, and date of publication, publisher, and pages read, even if only part of the work has been used.

Section IV–Handling of Violations

An individual instructor suspecting violations of any items relating to Sections I, II, and III, will meet with the student or students concerned for discussion of the matter. If he continues to believe that a violation has occurred, he will meet first with his departmental Academic Advisory Committee of three majors and then with the Dean of the College to solicit their opinions on whether a violation has occurred, and their advice on the severity of any penalty to be imposed. It is understood that in cases in which a student fully acknowledges his/her wrongdoing, the professor will not reveal the student's name to the Academic Advisory Committee. After these discussions have taken place, in a case where the instructor considers a violation to have occurred he will determine whether to lower the grade of the student for the test or project in question, to give the student a failing grade in the course, or to recommend to the President of the College more severe action.

At the beginning of the course each instructor should clearly state his policy regarding handling of cases of plagiarism and cheating on examinations.

The issue of penalties for plagiarism and other forms of cheating will be referred to an appropriate faculty-student committee so that that committee can recommend a standard practice in the case of clear-cut violations.

Section V–Student Appeal of Instructor's Decision

When a student feels the instructor's judgment and/or penalty arrived at by the procedure described in Section IV is inappropriate, the student may submit a written appeal to the Academic Appeals Board, outlining his reasons for considering the instructor's ruling unjust. The Academic Appeals Board augmented by three voting student members selected by student government to serve on an annual basis, will arrange a meeting with the student, instructor, Dean of the College, and departmental Academic Advisory Committee. After hearing all available evidence in the case, the augmented Academic Appeals Board will deliberate among themselves as to the validity of the instructor's judgment of guilt and penalty. If it is the opinion of at least four of the members of the board that the instructor's judgment of infraction of the rules was incorrect or the penalty imposed was inappropriate, the penalty will be changed in accordance with the board's instructions.

Section VI–Standard Penalties

At the meeting of March 6, 1973, the faculty approved the following penalties for violations of the Academic Honesty Code:

1) First Violation–failure (F grade or O) in the course or project.
2) Second Violation–suspension from the college for one year.
3) Third Violation–expulsion.

THE HOUSING SYSTEM

The Lake Forest College housing system is composed of Purpose Units and Living Units. A Purpose Unit is a group of people living in the same dormitory who seek to accomplish some academic, social or cultural end.

A Purpose Unit shall establish itself as follows:

1. When petitioning the College for recognition, it shall include in its petition a statement of purpose which shall be "to accomplish some academic, social, or cultural end which may be pursued more fully in conjunction with others than as individuals."
2. A Purpose Unit shall contain not less than ten persons and not more than can live in one dormitory.
3. It is strongly recommended that each Purpose Unit should have a faculty advisor who is interested in the purpose of that unit.
4. In their petitions, Purpose Units request a particular dormitory or section of a dormitory and state the reasons why that area would facilitate the unit's purpose.

Other items particular to Purpose Units are:

1. Purpose Units shall be open to all students with the restriction that the students be interested in the purpose of that unit. The criterion for selection shall be made public. Each person living in a Purpose Unit shall be required to sign a statement that he or she will contribute to the life and purpose of that unit.
2. During the Spring Term a Purpose Unit may be evaluated in light of its stated purpose. If its performance falls short, that unit may be abolished. Each unit shall be allowed to appeal its case before the College Life Committee.
3. Since all Housing Units must have a functioning government, it is required that a Purpose Unit government be constructed as follows:
   1) A legislative body (of three or more persons)
      a. To pass legislation to facilitate the state purpose.
      b. To pass legislation on intra-unit rooming and to facilitate ease in dorm life.
      c. To be elected at large; which may be conducted by the head resident.
   2) A judicial body (of three or more persons)
      a. To pass judgment on the behavioral problems
      b. To pass judgment on all problems of destruction of college property within the Housing Unit's geographical area.
      c. To pass judgment on all problems of personal and unit-owned property damage.
      d. All theft and violence cases are to be immediately referred to the College Judicial System.
      e. Within the scope of punishments available to the *Unit Judicial Council* shall be:
         1. Fines
         2. Work assignments useful to the unit
         3. Expulsion from the unit
         4. All lesser punishments as the Judicial Council may see fit
      f. All Unit Judicial Council decisions may be appealed to the appropriate campus committee.
      g. To be elected at large, which election may be conducted by the head resident.
4. A copy of all documents of each Purpose Unit's government shall be submitted to the Dean of the College.
5. A Purpose Unit may propose in its petition for the following year an alternate governmental structure, which, if approved may be implemented in the stead of the above structure.

The definition of "Living Unit" shall be any group which may draw into the space left available after Purpose Units have been allocated space. This draw is to take place on a campus-wide basis.

ENTRANCE TO A HOUSING UNIT

A. Entrance Requirements

1. Students entering a housing unit must sign an agreement to the particular statement of purpose of the housing unit and be willing to accept the responsiblity of living in the unit.
2. Students must be informed as to whether or not the housing unit will be co-ed.
3. Students entering a housing unit must abide by the constitution and other procedures established by that housing unit.
4. Each housing unit must maintain a file consisting of room assignments, a waiting list, a constitution, and a statement of purpose with resident signatures. A duplicate copy of this file must be forwarded to the office of the Dean of the College.

B. Transfer Students and Readmitted Students

1. Transfer students must be informed of the different housing units and a summarized statement of purpose including responsibilities and structure of each housing unit. They will have the option of applying for admittance to any housing unit upon confirmation of acceptance.
2. Each housing unit must be responsible for placing transfer students in the appropriate order on their waiting lists.
3. All transfer students must list their order of preference (three choices minimum). If the student is not admitted to the housing unit of his first choice, he will be relocated in either another housing unit of his preference, or if that is not possible, in an independent room. The name of the transfer student will immediately be placed on the waiting list of the housing unit of his choice.
4. The housing request form shall be returned to the Dean of the College, whose responsibility it is to inform the appropriate office of the housing unit of the student's first choice, or if it is not possible to place him there, the procedure stated in Section (3) will be followed. During the vacation time when the head of the housing unit cannot be reached, it is the responsibility of the Dean of the College to follow the guidelines of the housing unit in housing a student.

C. Overseas Students

1. Each housing unit will include in its constitution a provision for placing:
   a. Students who were previously members of the housing unit, have participated in a Lake Forest College program abroad, and returned to the same housing unit, and
   b. Students who have participated in a Lake Forest College program abroad and wish to enter a new housing unit.
2. Students who are going abroad must be informed of their status in the housing unit in which they are living before departure. The procedure stated under Transfer Student Sections (3) and (4) will be followed in the case of overseas students.

D. Freshmen

1. Freshmen will be housed in dorms which are designated as freshman dorms for a minimum of their first entire term at Lake Forest College. (It is recommended for the first full year.)
2. They will be permitted to apply for entrance into a housing unit at any time, but may not enter until after their first term in residence in a freshman dorm.

E. Part-time Students

They shall follow procedure for full-time students.

ROOM DRAW

Housing units are responsible for establishing adequate mechanisms for dealing with internal room changes, roommate complications and misbehavior. General room draw will be conducted at the beginning of the spring term each academic year. The following regulations apply to all Purpose Units and Living Units.

Procedures for Internal Draw

1. The exact method may vary from house to house. The draw must be fair. A lottery is usually the method used.
   a. The draw will take place simultaneously in all houses.
   b. Subsequent room changes will be based on the original order of priority or on a re-draw.
2. People participating in the internal draw:
   a. Must presently be living in the house.
   b. Students away from campus who will be in residence fall term and are eligible for room draw. (To be eligible, a student must have lived in the house immediately prior to participating in an off-campus program.)
   c. Only students who will be in residence fall term may participate in room draw. If a student draws and does not return in the fall for any reason, the draw will not be binding.
   d. All students out of residence in the fall but back in residence in the winter or spring will be able to return to the house if there is space.
   e. Vacancies that occur in any house four weeks or less prior to the end of a term will first be made available to:
      1) Returning program students (Madrid, Greece, Florence, etc.), internships, etc.
      2) Transfers and re-admits
      3) Inter-dorm changes
   f. A resident of a house may draw another student of the house into her/his room.
   g. If someone ends up in a room without a roommate after the internal list is depleted, she/he may then choose from the external list. (See instruction 3 External Draw)
   h. When a vacancy occurs in a dorm, those with priority numbers have a chance to choose this space. (For instance, a No. 10 has moved, leaving a space. Numbers 11, then 12, 13, etc. in turn have a chance to choose that vacancy. It is reasonable to assume that Nos. 1-9 have already had a better choice.)
   i. After internal draw, people on the external waiting list draw.

Procedures for External Draw

1. External Draw is for all students who want to move into a house (are not residents of the house at this time).
   a. All Freshmen in Nollen, Roberts, and Gregory must find upper class housing.
   b. All students planning on living in a house other than their present one.
2. The external list is prepared by the Head Resident of the dorm or by the House President. Individuals having agreed to the terms and conditions of a given house will be added to the list. Room draw will be by lottery for all available space.
3. Students who have drawn a double through Internal Draw but are without a roommate may choose from the external list if they wish. (See Internal Draw 2g)
   a. Students alone in a double who do not choose from the list will receive a roommate through the external draw, or a student who is transferring into LFC. (This, of course, does not apply to students drawing into a Differential Dorm and paying the extra fee.)
   b. If a double room has 1 vacancy, the student remaining cannot refuse a roommate. The room may not be changed to a Differential.
   c. Differentials are set aside and available for room draw only in certain dorms. (See Differential Information.)

4. All students on the external list participate in the draw, even though there may not be space available for all. The draw will be used to establish a waiting list.
   a. If a room becomes available during the summer, the office of the Dean of the College will notify the next person on the waiting list offering space.
   b. A person rejecting a room goes to the end of the list and is removed from the list after the second offer of space.
5. Complete lists will be maintained of all draw numbers and room numbers.
6. No restrictions may be imposed to prevent any person from entering a house if she/he is willing to comply with the rules of the house.

Differential Singles:

Will be available at an extra fee of $150 per academic year. (Please consult the Differential Information notice)

Differential Information:
1. Any double room occupied by one person.
2. Any triple room used as a double.
3. Any quad occupied by only two persons.

Differential fee:
1. $150 for a full academic year.
2. $75 for ½ academic year.
3. $50 per term.

Differentials are available in the following dorms:
1. Deerpath
2. Gregory
3. McClure
4. Nollen
5. Roberts

No Differentials will be available in the following dorms if there is space in any of the above:
1. Blackstone
2. Bradley
3. Harlan
4. Lois
5. Moore

All vacancies occurring in dorms where Differentials are not available will be filled in the following manner:
1. A member of the housing unit will fill the space.
2. A person from another house may move in.
3. A transfer or re-admit may move in.
4. The person remaining after a roommate moves out of a double may move into another room, making that double available, to be filled as Nos. 1, 2, or 3 above.
5. A room cannot be purchased as a Differential unless nobody wants the space and if there is space in a Differential dorm.

The following dorms may have triples instead of quads without additional fees:
1. Gregory
2. McClure
3. Nollen
4. Roberts

No seniority or privileges of any kind may be invoked.
1. All Differentials will be billed for the full period of occupancy.
2. Refusing a roommate will mean moving to a dorm where Differentials are available and being billed for a Differential Single. It is not possible to have a Differential Single without paying the extra charge simply because a roommate leaves the room.

Off-campus releases are made by the office of the Dean of the College and are based on the following criteria:
1. Educationally-related projects (teaching for room and board, etc.)
2. Work-live in arrangements with a local family.
3. Senior status

Persons qualifying under 1 and 2 above must present a signed agreement from the family or institution.

HOUSING UNIT REGULATIONS

GUIDELINES FOR COLLEGE HOUSING UNITS

Each unit assumes responsibility for its own governance in accordance with the House and College Governance Systems. Units are expected to establish and enforce rules and regulations which ensure the rights and protect the sensitivities of individuals living in a group situation. In addition, certain procedures exist for the protection of health and safety as well as physical maintenance of College property.

I. The following are guidelines for the establishment of procedures by individual Units.

A. Quiet Hours

1. Residents are expected to act in such a manner that an atmosphere conducive to effective study can be maintained. It is the responsibility of each individual to adhere to this basic expectation.

2. Each unit of government is expected to define quiet hours at its own discretion, having taken into account the residents' wishes.

B. Visitation

Visitation does not mean continued residence.

C. Guests

In order to ensure safety and security, all non-College overnight guests must be registered with the Head Resident.

II. The following policies are established to maintain health, life, safety, and protection of personal and College property.

A. Residence Hall Closing

1. All residence halls are locked 24 hrs. per day.

2. Each resident shall be issued front door and room keys by which he may gain admission to his residence. Loss of this key jeopardizes the security of the entire unit as well as one's own room so caution is advised. Replacement fees are $3.00 for room key and $10.00 for front door key.

B. Pets

1. Because of health hazards, uncaged and unbowled pets or other live animals in the residence halls are not permitted.

2. If the owner fails to remove the animal when requested, it will be subject to confiscation.

C. Electrical Appliances

1. Cooking in student rooms and hallways is prohibited.

2. Coffee pots, corn poppers, and antomatic toasters with self-contained thermostatically controlled heating elements may be nsed in student rooms.

3. Hot plates, electric fry pans, deep fat fryers, electric ovens, grills, rotisseries and the like may be used in kitchenettes. They are extremely hazardons in student rooms and therefore not allowed.

4. Immersion coils and water heaters without thermostat controls are never permissible.

D. Fire Eqnipment

1. Fire alarms, fire detectors or sprinkler systems exist in all residence halls. Illegally activating fire alarm and detection systems is a violation of Illinois and local ordinances.

2. Fire extinguishers are strategically placed throughout all residence halls. Casually emptying these extinguishers will render them useless in an emergency.

E. Candles

1. Candles can be an extreme safety hazard. They must never be placed adjacent to a wall or left ignited after room occupants have retired for the night.

2. Strobe candles are not allowed in sleeping rooms because of large flame and qnantity of smoke they produce.

3. Other candles, if used with care during religions holidays or if enclosed in glass chimneys are permitted.

F. Damage

1. The student resident will be charged for any damage to the contracted room that occurs during the student's occupancy.

2. Pictures, posters and other decorations must be hung down from the picture molding only.

3. Articles tacked, pasted, taped or affixed in any manner to walls, furniture or fixtures inevitably mar the surface and result in chargeable damage.

4. Students planning extensive room decorating projects are advised to check their plans with the Residence Staff to ensure safety procedures and to avoid damage charges.

III. Violations

Repeated violatious of rules governing student life and conduct in University owned living units may subject individuals to College disciplinary action.

ROOM CONTRACTS AND CONDITIONS

Room contracts are for the year and no refunds will be made.

If a student withdraws duriug the year, but re-enrolls for a subsequent term during the same academic year, no additional charge will be made.

Occupancy of the room is limited to the student(s) assigned to the room. The room may not be sublet.

If a student ceases to be a student by virtue of withdrawal or dismissal, all rights to occupy a room are lost.

At the time the room if first occupied, the student is asked to fill out a room condition check list, showing missing or damaged items. If the list is not turned in, the room is considered 100% in order when occupied.

The student is responsible for the room and its contents and will be assessed for damages beyond normal wear and tear or missing items.

The following items are not permitted in college residence halls: firearms, (including pellet guns), inflammables, explosives or incendiaries, firecrackers, air-conditioners, pets (other than caged birds, tropical fish, hamsters). Cooking in the rooms is not permitted. Permission must be obtained from the head resident for any non-students in the room overnight.

Rooms are subject to inspection as stated in the section below.

ROOM ENTRY AND SEARCH

A. Representatives of the college should not enter a student's premises on campus except under the following conditions:

1. Rooms may be inspected for purposes of fire safety at any time and without advance notice. Disciplinary action against a student on the basis of such entry is limited to violations of fire or safety rules or stolen property. College officials inspecting rooms for general physical conditions and/or damage will post written notification on the board of the dormitory 24 hours in advance of any such actions.

During vacation periods, rooms may be inspected at any time (unless occupied during the vacation period—in which case the usual 24 hour notification applies).

2. When there is excessive noise or disturbance which is affecting others.

3. When there is evidence that college regulations have been violated, such evidence to be based upon direct observation of the violation or upon reports from an identifiable source.

4. When there is an emergency of a nature potentially dangerous to the oecupant(s) of the room or building.

B. The right to enter is not synonymous with the right to search. Where fire and safety checks are involved, any search shall only be sufficient to establish that no violation of fire and safety standards exist.

C. Premises occupied by students and the personal possessions of students shall not be searched unless appropriate authorization has been obtained. For premises such as dormitories controlled by the institution, application to the Dean of the College must be made before a search is conducted. The application must specify the reasons for the search and the objects or information sought. The student should be present, if possible, during the search. For premises not controlled by the institution, the ordinary requirements for lawful search must be followed.

D. If a student believes that entry into or search of his premises violates the expectations established above, he should bring his accusation both to the President of the Student Government and the Chairman of the College Life Committee, who shall refer the accusation to a Review Board consisting of three studeuts appointed by the President of the Student Government and two faculty members designated by the Chairman of the College Life Committee.

E. If the accusation is sustained, the student bringing the accusation shall not be charged on the basis of evidence gained by means of the unacceptable entry or search, with having violated college regulations.

CLOSING HOURS FOR CAMPUS

For purposes of reasonable quiet for all, midnight, Sunday through Thursday, and 1:00 a.m. Friday and Saturday, are times when all students are expected to maintain quiet hours.

DRUG REGULATIONS

PREAMBLE

In formulating the Drug Regulations to be recommended to the administration, the College Life Committee meeting during the fall of 1971 expressed two primary concerns: one for the health and safety of the student; the other for the maintenance of an atmosphere appropriate to an academic institution.

The regulations affecting the private use of drugs place primary responsibility on the student for the conduct of his own affairs. The College will seek to arrange confidential, professional counseling for students with drug abuse problems; the primary interest in such cases will be therapeutic, not punitive.

The Committee expressed particular concern with the threat to student health which is presented by drugs with a high potential for abuse and with trafficking in those drugs. Such drugs are dangerous to the individual and also invite danger to the college community from a wide variety of off-campus sources: addicts, drug dealers (better known as pushers), and even civil authorities. The College Life Committee expressed the belief that students can and should police themselves in such a way as to make college action in this area unnecessary. Particularly, it was expected that students would see that the dealer (pusher) in hard drugs was a serious threat to themselves and to others, and would act accordingly to stop the actions of such persons on campus.

Concern was expressed about the possible use of "informers" to enforce these regulations. The College does not, and shall not, make use of persons, whether students or not, specifically assigned to the task of discovering violations of these regulations in a covert role. Only if there is clear evidence of student trafficking in *hard* drugs, and the students and the College have been unable to solve the problem, will alteration of the ban on "informers" be considered. Any change in this policy shall be publicly announced; the authority to change this policy rests with the President, who will consult with the College Life Committee prior to his public decision.

REGULATIONS

(The College reminds each student of Federal and State laws concerning possession, use, sale, or distribution of illegal drugs. Summaries of applicable State Laws are posted in the Dean of the College's Office.)

1. The public use of any illegal drugs will subject the user to established College disciplinary procedures, with the possible penalty ranging up to and including dismissal from College.

2. Sale or distribution of illegal drugs, or the possession of illegal drugs in quantities such as to suggest trafficking, will subject students to established College disciplinary procedures. The prescribed penalties for sale or distribution shall be as follows:

a. The sale or distribution of so-called "hard" and/or addictive drugs, including but not limited to heroin, other opiates, cocaine, and methedrine cystal, shall be grounds for immediate expulsion from College. (Hallucinogens of high-abuse potential, including LSD, shall be considered under this category as well.)

b. The sale or trafficking in any illegal drugs shall be cause for action up to and including dismissal from College.

3. In recognition of the College's special responsibility to the wider community, the sale or distribution of any illegal drug to anyone outside the college community shall result in immediate expulsion from College.

4. A student whose drug use threatens severe personal, psychological or physical harm, substantially impairs his or her ability to perform in the academic program, or is substantially deleterious to the general life of the College, and who is unwilling to accept counseling, may be requested to withdraw from the College; in such instances, the student may exercise the right of appeal through established college procedures.

5. Being under the influence of drugs shall in no way be considered an excuse for disorderly or disruptive conduct, which shall he subject to the usual disciplinary sanctions.

ALCOHOLIC BEVERAGE REGULATIONS

(The College reminds each student of State and local laws concerning alcoholic beverages.)

1. Possession or consumption of alcoholic beverages is prohibited in all academic buildings, McCormick Auditorium, the Commons, the Sports Center, and the Hockey Rink. The only exception to this rule will be in case of functions at which persons under legal age will not be served and which are specifically approved by the Office of the Dean of the College or by another appropriate administrative officer.

2. The College reserves the right to regulate consumption of alcoholic beverages at public functions.

3. Being under the influence of alcohol shall in no way be considered an excuse for disorderly or disruptive conduct, which shall be subject to the usual disciplinary sanctions, as defined in the College Handbook.

JUDICIAL SYSTEM

The purpose of the new judicial system is to establish a judiciary appropriate for the Lake Forest College Community. It establishes machinery for handling infractions of college regulations in as simple a way as seems consistent with the rights of all parties. The following summary outlines the functions of four groups in the judicial system: the Committee on Dispositions, the Conduct Board, the Council's Panel and The Appeal Panel.

When a violation of college regulations is noted, each member of the college community is personally responsible for reporting the facts to a member of the Committee on Dispositions. The Committee on Dispositions is composed of the Dean of the College, a faculty member and the student chairman of the judiciary. The committee is to meet at least once a week to discuss complaints, decide on subsequent action and to advise all parties of their rights. In cases not involving college regulations alone the complainant will be advised to seek the assistance of the local police. When the committee on Dispositions decides to pursue a case, it will appoint a community representative who will usually be a faculty member from the Appeals Panel. It will be his or her duty to investigate the facts of a case impartially and report on it to the committee.

The hearing of the Conduct Board and the Judicial Council are non adversary in nature, and the community representative presents all evidence. The seven person Conduct Board is the informal judicial hearing body. The nine person Judicial Council is the formal hearing body. The Conduct Board is composed of five students and two faculty members. This board hears the majority of cases, those dealing with small amounts of damage and minor penalties.

If the Conduct Board feels that it is likely that the penalty will be beyond its competence, or if the respondent or community representative requests a formal hearing (so that additional rights are insured) the Conduct Board will convert itself to the Judicial Council by adding two students chosen by the defendant from the Council's Panel. The Council's Panel is a group of from 25 to 40 students selected by student government, who will provide a broad representation of the various groups within the student body.

The hearing of the Judicial Council, composed of seven students and two faculty, must conform to strict constitutional guidelines. The Dean of the College or someone appointed by him will always be in attendance to advise all parties of their rights and to insure that the constitution is adhered to. Among the rights available in the Judicial Council hearing is the right to ask that the hearing be open to the college community and the right to challenge members of the Judicial Council because of their alleged inability to be impartial. All authorized penalties are available to the Judicial Council.

Once the case has been decided by either the Conduct Board or the Judicial Council, the defendant has the right to appeal either the judgment of guilt or the penalty. There are other grounds for appeal, including inadequate notice of charge, denial of challenge, and improper judicial procedure. To be valid, the defendant's objections must be raised in a timely manner, and must be significant enough to have affected the outcome of the case.

From the appeal panel of six faculty members and six students, the chairman of the Appeals Panel, a faculty member will select two students and one faculty member to hear the arguments of the defendant which will expand upon the law and the fairness of the procedure, not the findings of fact by the judiciary members.

The President of the College retains each and every privilege of executive authority, including the power to temporarily suspend a student from the college pending action of civil or college authorities if his or her behavior, or the behavior he or she is accused of, indicates a threat to the well-being or safety of the college community or any member of the community. The President also retains the discretionary authority to pardon and grant clemency. The President of the College must approve all of the appointments of students and faculty to positions in this judicial system.

The following behavior is forbidden under the rules of Lake Forest College:

1. Violence: Physical abuse of any person, or conduct which threatens or endangers the health or safety of any person, will be cause for immediate suspension from the college.
2. Campus Disorders: Participation in actions which disrupt the legitimate activities of the campus will be cause for immediate suspension from the College; such actions include the obstruction or disruption of teaching, research, administration, judicial procedures, as well as behavior which interferes in any way with the free speech of any person or the rights of access to college facilities for any member of the college community.
3. Theft of or damage to property of the College or of any member of the community.
4. Unauthorized entry to or use of College facilities.
5. Forgery, alteration, or misuse of College documents, records, or identification.
6. Knowingly furnishing false information to College officials.
7. Violation of College regulations pertaining to alcohol, narcotics or (illegal) drugs.
8. Violation of laws or College regulations pertaining to firearms, incendiaries, explosives, or other dangerous items.
9. Violation of rules governing the residence system. (See section on residency in Student Handbook)
10. Failure to comply with directions of College officials acting appropriately in the performance of their duties.
11. Perjury.

CAMPUS SECURITY

The Department of Security is charged with the responsibility of protecting the lives and property of the members of the College community.

INSURANCE AND PROTECTION OF VALUABLES

Lake Forest College does not provide insurance for students' personal belongings such as bicycles and hi-fi sets. If you sustain a loss it will be your loss and your responsibility to replace that loss. We recommend that you make arrangements for insurance to cover personal belongings.

In addition, to assist you and campus security please know your serial number of your valuables. Security will make available forms to facilitate the registration of everything from bikes to cameras to T.V.'s etc.

PARKING AND TRAFFIC REGULATIONS

REGISTRATION OF VEHICLES

All vehicles on campus must be registered with the College. Commuting students plus resident sophomores, juniors and seniors may have cars. Cost for registering a vehicle on campus is as follows:

Resident student:	$30.00 per year
Commuting student:	$20.00 per year
Motorcycles:	$10.00 per year

Students not eligible must obtain prior written permission before bringing their car to the campus. State license plate registration and driver's license must be shown in order to obtain a permit. Public liability-property damage insurance is required.

TEMPORARY PERMITS FOR STUDENTS NOT ENTITLED TO REGULAR PERMITS

Temporary permits for a period not exceeding two weeks (maximum three per year) may be applied for at a $1.00 charge. STATE LICENSE PLATE REGISTRATION AND DRIVER'S LICENSE MUST BE SHOWN.

DRIVING RESTRICTIONS

Students not entitled to have their own cars on campus may not drive cars of others. Students must recognize the authority of the campus patrol offieers or lose their permit at once.

Motorcycle driving on campus is limited to the roads leading to motorcycle parking areas. They may not be driven around campus.

PENALTIES

Registered vehicles, including motorcycles, $5.00 per ticket. Tickets may be appealed to the Director of Security. Proof of successful appeal must be presented to, or tickets paid at, the Business Office.

Tickets must be paid or successfully appealed *within 7 days of issuance.* After 7 days, fines will double and will be added to the student's account at the Business Office. If a student has successfully appealed a ticket, but has not acted within the 7 day period, there will be a $5.00 service charge for removing the fine from his account.

Parking privileges will be revoked if a student accumulates three unpaid tickets or if any vehicle accumulates six or more violations per year. (Registered car owners are responsible for all citations received by their cars). When privileges are revoked the permit must be scraped off, the remains surrendered, and the vehicle removed from campus. A $25.00 fine and/or such action as the College deems appropriate will be imposed if the vehicle is on campus at any time after revocation of the permit.

Unregistered Vehicles: Same as above, except that if three tickets have been received before the vehicle is registered, no registration will be allowed and the vehicle must be removed from the campus for the year.

Failure to pay tickets or to remove a vehicle whose registration has been cancelled may result in further action by the College.

"Special Notes":

1. Driving or parking on grass or sidewalks will result in appropriate action by the College, including, but not limited to, the loss of parking privileges and loss of the vehicle permit. In addition, driving on grass will result in substantial fees. Students may be held respousible to effect repairs.
2. False registration results in loss of permit.
3. Reckless driving will also mean the loss of permit.
4. In addition to the stated penalties, the College may impose such discipliuary action as it deems appropriate.

MISCELLANEOUS: Inoperable cars due to any reason must be removed immediately to the proper parking area by owner. Tickets will be issued to violators. Uuregistered vehicles and improperly parked cars may be towed and/or stored at owner's risk and expense.

POSSESSION OF RIFLES, SHOTGUNS AND FIREARMS ON CAMPUS

The possession, carrying, or use of firearms, including rifles and shotguns, ammunition, explosives, or other dangerous weapons, instruments, or substances in or upon College premises, except by law enforcement officers, is prohibited.

LIBRARY

The Donnelley Library is the central library of the College and contains all the books and periodicals and other resource materials of the College collection.

Certain groups of materials belonging to the library are located in other buildings, e.g. books and periodicals for the biology, chemistry and physics departments located in the Thomas O. Freeman Memorial Science Library, a part of the Johnson Science Center Complex; and the periodicals for the mathematics department located in the mathematics seminar room in College Hall.

The books are classified by the Library of Congress Classification system, and a complete catalog is located in the Donnelley Library for all the library collection. In addition, those materials located in the Science Library are listed separately in the catalog in that building.

Each student who registers at Lake Forest College is entitled to a library card which permits him to take out books in accordance with library regulations. The card may be obtained, any time from Fall opening day and thereafter by applying at the library loan desk, where detailed instruction in library use will be offered.

SHORT TERM LOANS

Short term loans are available in the Office of the Dean of the College. The loans are normally made due and payable during the term incurred. Special circumstances may require repayment to extend beyond the term or school year. There is always a normal interest charge to cover the cost of providing this service.

STUDENT EMPLOYMENT

Students interested in obtaining employment on campus should see the Director of Financial Aid. Students interested in securing employment off campus should see the Director of Off-Campus Employment in the Office of the Dean of the College.

PLACEMENT

The College maintains a placement office for students and alumnae. All manner of post graduation employment and graduate school information is available.

VEHICLE RENTAL

The Physical Plant has one (½) ton pick-up truck and two (12) passenger vans available for rent to recognized student groups. Vehicles may only be used for college connected activities. Drivers have to have an operator's license, and be certified by the Physical Plant as being authorized to drive these

vehicles. Each driver receives seven minutes of instruction on the proper use and administrative handling of the vehicles. The cost will be 10 cents a mile plus $1.00 an hour. Twelve hour periods cost $8.00 plus 10 cents a mile. Twenty-four hour periods cost $12.00 plus 10 cents a mile. Minimum charge is $3.00. Reservations must be in advance.

CAMPUS RECRUITERS

No student may obstruct other students from access to an exchange of information with a speaker, recruiter, or representative who has made arrangements for his visit with the college.

No speaker, recruiter, or representative who visits the college shall be permitted to take photographs of demonstrators or in any other way intimidate students from exercising their right to demonstrate peacefully.

SPEAKER POLICY

The following excerpt from the resolution adopted by the Board of Trustees on December 2, 1963 is qnoted here:

> .....Lake Forest has long recognized that academic freedom for its faculty and students is not a privilege granted by administration and trustees, but an absolntely necessary atmosphere without which excellence in education cannot be attained. If the quest for truth is not free, then both the quest and the truth itself are seriously endangered. Every teacher and every student at Lake Forest enjoys the rights guaranteed to all Americans by the Constitution of the United States and the privileges traditionally accorded all members of the academic community, both in the classroom and outside of it....in its policy governing this appearance of outside speakers on the campus, Lake Forest College seeks only to be assured that such speakers are willing to engage themselves in a rational dialogue with faculty and students, in a give and take of free discussion.

Student organizations must keep in mind that the sole purpose of inviting a speaker is to contribute to the aims of the College as a center of free inquiry and sound learning. To assure that a speaker is the kind of person whose method of presentation is appropriate to the atmosphere of a liberal arts college, the following procedures must be followed:

1. Only organizations officially recognized by the College may invite a speaker to the campus.
2. Before inviting a speaker, student groups must obtain the written approval of the Dean of the College.
3. In case the Dean of the College feels that a particular speaker is undesirable, the General Policies Committee will antomatically review the case before a decision is given to the applying group.

In May of 1966 the Board of Trustees supplemented that statement as follows:

> The College is desirous of continuing that policy, opening its doors to all points of view. It seeks, also, however, to insure that invited guests of the College, or of groups within the College, will be treated with courtesy and respect, and accorded the dignity due to them as human beings, no matter how strongly persons in their audiences might disagree with their ideas.

The College Administration and Trustees, therefore, set forth the College attitude as follows:

1. The College, out of simple courtesy, wishes to protect its guests from insults and indignities.
2. The College seeks to preserve a forum open to all. Freedom of inquiry in a liberal arts college takes precedence over freedom of public demonstration.
3. Picketing or demonstrating are appropriate tools only where the rational processes of discussion have broken down so that negotiations or dialogue is no longer possible.
4. The College wishes to make it clear that outsiders who are not members of the College community and who seek to intervene or agitate on College property, will be treated as trespassers.
5. Further, in order to preserve an orderly atmosphere and avoid possible embarrassment to invited guests, the College will prohibit two speakers representing opposing viewpoints on the same date, nnless the events have been appropriately arranged in advance and unless both speakers have full prior knowledge and acceptance of the circumstances of their invitation.
6. The College neither has, nor desires, authority to prohibit its students from participating as individuals in picket lines or peaceful and lawful demonstrations off campus on behalf of canses which they are in "sympathy" with.

STUDENT IDENTIFICATION CARD

The student identification card is furnished by the College for yonr use as a means of personal identification as a Lake Forest College student and represents your membership in the College commnnity. It remains the property of the College and must be returned to the Office of the Dean of the College, when you are no longer enrolled. Carry the ID card at all times. It must be presented upon request to any College official.

FOOD SERVICE

The Board contract is mandatory for all resident students. Szabo Food Service, Inc. is the food contractor for the resident dining services provided in Commons. They serve twenty meals per week. Meals must be eaten in the dining hall.

The student food committee provides valuable input and aids in the preparation and planning of menus. If you have any interest in the service provided, please join the food committee.

OCCUPATIONAL SAFETY AND HEALTH ACT

Lake Forest College is in full compliance with the Williams-Steiger Occupational Safety and Health Act of 1970. The purpose of the act is to assure safe and healthful conditions.

SCHEDULE OF PAYMENTS
1973-74 ACADEMIC YEAR

1st BILLING		*RESIDENT*	*NON-RESIDENT*
Tuition		$1525.00	$1525.00
Activity Fee		60.00	60.00
Room		275.00	———
Board		300.00	———
Clinic Fee		20.00	20.00
Hospitalization Insurance		53.00	Optional
	TOTAL	$2233.00	$1605.00
Registration Deposit on or before 5/4/73		$ 100.00	$ 100.00
By September 7, 1973		2133.00	1505.00
	TOTAL	$2233.00	$1605.00
2nd BILLING			
Tuition		$1525.00	$1525.00
Room		275.00	———
Board		300.00	———
By January 22, 1974	*TOTAL*	$2100.00	$1525.00
TOTAL CHARGES FOR 1973-74 ACADEMIC YEAR		$4333.00	$3130.00

The Board of Trustees has specified that *all* tuition and fees are due on the dates indicated above. Any other arrangements must be made prior to such dates. The College reserves the right to evict sutdents from the classroom, dormitories, dining hall and to cancel registration unless the account is cleared on the due date. Past due accounts are subject to charges of ½ of 1% per month on the unpaid balance.

Three basic payment procedures are used:

1) Standard Plan—Full payment by the dates shown above.
2) Lake Forest College Installment Payment Plan.
3) Scheduled payments by use of Insured Tuition Plan, Inc.

WITHDRAWALS AND REFUNDS

REFUNDS: A normal course load for a full time student is 4 courses in a billing period. Refunds are *not* given for reductions below the 4 course level in a billing period.

All withdrawals *must* be made through the Office of the Dean of the College.

The *official* date of withdrawal is that established by the Office of the Dean of the College.

WITHDRAWALS:

1st BILLING PERIOD	*2nd BILLING PERIOD*	*AMOUNT REFUNDED* *RESIDENT*	*NON-RESIDENT*
On or before September 21, 1973	On or before February 7, 1974	$1900.00	$1375.00
On or before October 10, 1973	On or before February 25, 1974	1600.00	1150.00
On or before October 17, 1973	On or before March 11, 1974	1050.00	750.00
After October 17, 1973	After March 11, 1974	-0-	-0-

COLLEGE CHARGES

Students enrolling in the College in September are expected to continue throughout the academic year, and the programs of the College are so planned and budgeted.

Senior students with fewer than eight courses required for graduation may elect to take only that number of courses required; such students will be charged only for courses taken.

For the convenience of the student, the College has established two pay periods. The first period covers expenses for the Fall twelve-week Term and the first half of the Winter Term; the second pay period covers expenses for the second half of the Winter Term and the Spring twelve-week Term. It is important to note there will be no refunds for tuition, room and board and fees after the stated withdrawal deadlines.

- *Extra Course Charge:* An extra course taken during any billing period will be charged at the course fee.
- *Special Charges:* Special charges may be required to defray expenses involved in off-campus study programs sponsored by the College.
- *Reinstatement:* A $25.00 reinstatement fee will be charged at time of re-registration after a student's registration has been cancelled by the College as a result of non-payment of bill by dates indicated.
- *Program Leave Reimbursement:* Students granted "Program Leave" will be reimbursed for actual tuition, not to exceed the comparable course cost at Lake Forest College, upon acceptance of credit by the College.
- *Health Clinic Fee:* It is important to note that the $20.00 Health Clinic Fee is mandatory for all students and does not cover hospitalization insurance.
- *Hospitalization Fee:* Hospitalization coverage is mandatory for all resident students and optional for non-resident students and the premium is $53.00 for the year. A waiver form for this coverage may be obtained from the Business Office if there is family coverage.
- *Fines and Damage:* Students will be assessed library fines and for traffic violations as appropriate. Also, students will be required to pay for any damage to College property.

PART TIME STUDENTS
Per course $381.25

AUDITING STUDENTS:
Per course 100.00
(When the student is not enrolled full-time)

SPECIAL CHARGES:
Application Fee 15.00
Extra course for credit 381.25
Music Fees (not for credit)
Fall and Spring Terms—per term 85.00
Winter Term 50.00
Choir for Credit as extra course 381.25
Late Registration Fee 5.00
Change in Registration after classes begin 3.00

Lake Forest College Calendar

1973-74

FALL TERM

September 8	New students arrive
September 11-12	Registration
September 13	Classes begin
October 24	Mid-term grade reports for freshmen due
November 22-25	Thanksgiving recess
December 7	Classes end
December 10-12	Final Examinations
December 13-January 2	Christmas recess

WINTER TERM

January 3	Classes begin
January 28	January courses end
January 29	February courses begin
February 21-22	Final examinations, seven week courses
February 22	February courses end
February 23-March 3	Winter recess

SPRING TERM

March 4	Classes begin
April 12-15	Spring recess
April 15	Mid-term grade reports for freshmen due
May 24	Classes end
May 27-29	Final examinations
June 1	Commencement day

FOOTBALL 1973

9-15-73 Culver-Stockton (H)
9-29-73 Concordia (H)
10- 6-73 Elmhurst (A)
10-13-73 Chicago (A)
10-20-73 Northeastern Ill. (HC)
10-27-73 Eureka (A)
11- 3-73 Carroll (H)
11-10-73 North Central (A)

SOCCER 1973

9-15-73 Beloit (H)
9-22-73 MacMurray (H)
9-26-73 Lewis (A)
9-29-73 Hope (H)
10- 3-73 Aurora (A)
10- 6-73 Wheaton (A)
10-13-73 Wabash (A)
10-17-73 Parkside (A)
10-17-73 DePauw (H)
10-27-73 Earlham (A)
10-31-73 Trinity (A)
11- 3-73 Principia (A)

HOCKEY 1973-74

11- 9-73 Air Force (A)
11-10-73 Air Force (A)
11-23-73 Gustovus Adophus (H)
11-24-73 Gustovus Adophus (H)
11-30-73 College of St. Thomas (H)
12- 1-73 College of St. Thomas (H)
12- 7-73 Western Michigan (A)
12- 8-73 Western Michigan (A)
12-14-73 Army (A)
12-15-73 Army (A)
12-28-73 Merrimac Tournament (A)
12-29-73 Merrimac Tournament (A)
1- 4-74 Buffalo (H)
1- 5-74 Buffalo (H)
1- 8-74 Chicago Circle (A)
1-11-74 Augsburg (A)
1-12-74 Augsburg (A)
1-19-74 Bowling Green (H)
1-20-74 Bowling Green (H)
1-25-74 Western Michigan (H)
1-26-74 Western Michigan (H)
2- 1-74 Ohio State (A)
2- 2-74 Ohio State (A)
2- 8-74 Mankato State (A)
2- 9-74 Mankato State (A)
2-12-74 Chicago Circle (H)
2-15-74 Illinois State (H)
2-16-74 Illinois State (H)
2-22-74 LFC Tournament
2-23-74 LFC Tournament

BASKETBALL 1973-74

12- 1-73 Elmhurst (H)
12- 5-73 Hope (A)
12- 7-73 Concordia (H)
12- 8-73 kalamazoo (A)
12-14-73 Trinity (A)
12-15-73 Judson (A)
1- 4-74 Niles (H)
1- 9-74 Trinity (H)
1-11-74 Rockford (H)
1-12-74 North Central (A)
1-14-74 Beloit (A)
1-16-74 St. Francis (H)
1-19-74 Chicago (A)
1-22-74 Chicago State (H)
1-26-74 IIT (H)
1-28-74 George William (H)
1-30-74 Aurora (A)
2- 1-74 Rockford (A)
2- 5-74 Niles (A)
2- 7-74 Judson (H)
2- 9-74 Chicago (H)
2-13-74 Roosevelt (A)
2-15-74 George Williams (A)
2-16-74 Hope (H)
2-16-74 St. Francis (A)

Schedule of Tuition and Fees

Academic Year 1973-74

Lake Forest College

Lake Forest, Illinois 60045